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PROFILE OF DOOMSCROLLING AMONG JUNIOR HIGH SCHOOL STUDENTS AND ITS IMPLICATIONS FOR GUIDANCE AND COUNSELING SERVICES

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ABSTRACT
This study aims to describe the doomscrolling profiles of junior high school students and to formulate implications for guidance and counseling services in schools. The study employed a quantitative approach using a descriptive survey method involving 462 students at SMPN 1 Malang. Data were collected using the Indonesian version of the doomscrolling scale, consisting of 15 items with a seven-point Likert scale. Data analysis was conducted through descriptive statistics, score categorization, item analysis, and reliability testing. The results indicate that students' doomscrolling tendencies generally fall into the low category, suggesting that the behavior of repeatedly seeking out negative information has not yet become a dominant digital habit among the majority of students. Nevertheless, there are still some students with moderate to very high tendencies who require attention within guidance and counseling services. Key findings relate to the habit of checking the news feed to confirm the occurrence of bad events, a fear of social media content but difficulty looking away, and the use of social media late into the night to search for negative news. This study provides an initial mapping of doomscrolling behavior among junior high school students in Indonesia as an empirical basis for the development of guidance and counseling services based on digital literacy, self-regulation, and digital well-being. Service implications can be addressed through classroom-based guidance focused on news literacy, group guidance using self-management techniques, group counseling using the Rational Emotive Behavior Therapy (REBT) approach, and individual counseling using the Cognitive Behavioral Therapy (CBT) approach.

INTRODUCTION

The development of social media has transformed the way junior high school students obtain information, build relationships, and respond to social events around them. The internet has now become a space for adolescents to learn, communicate, seek information, and form an understanding of the digital world. In Indonesia, the increasing access to the internet and use of social media among children and adolescents indicate that digital experiences need to be considered in studies of student development in schools (APJII, 2024; UNICEF Indonesia, 2025). In addition to serving as a source of information and social interaction, exposure to social media can also pose risks when students are constantly confronted

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with content that is negative, frightening, or disruptive to their emotional well-being (American Psychological Association, 2023; Ghai et al., 2022; Marciano et al., 2022; World Health Organization, 2025).

One digital phenomenon relevant to studying among middle school students is doomscrolling. Doomscrolling refers to the tendency to repeatedly scroll through negative news or content via digital devices, particularly on social media and news feeds (Rodrigues, 2022; Sharma et al., 2022). The main characteristic of this phenomenon lies in the continuous focus on negative information, such as disasters, conflicts, violence, crises, or events that evoke fear (Rospita et al., 2026; Sharma et al., 2022). The literature indicates that doomscrolling may be associated with negative bias, the need to reduce uncertainty, curiosity about threats, fear of missing out, anxiety, and difficulties with self-regulation when consuming digital information (Anand et al., 2022; Buchanan et al., 2021; Satici et al., 2022; Shabahang et al., 2021; Ytre-Arne & Moe, 2021).

The risks of doomscrolling are important to examine because social media operates through content curation and distribution systems that influence the types of information appearing on users' timelines. Users' interaction histories can shape their exposure to specific news or content, meaning that students who frequently engage with negative content are likely to encounter similar information in their digital experiences (Thorson et al., 2021). Digital news also often highlights information with a threatening tone or negative emotions because such content captures readers' attention (Andersen et al., 2024; Rozado et al., 2022). Given the still-developing state of digital literacy, middle school students may view the habit of seeking out bad news as normal, even though repeated exposure to negative information is linked to anxiety, sleep disturbances, and difficulty shifting attention away from disruptive content (Conte et al., 2025; McLaughlin et al., 2023; Price et al., 2022).

Previous studies on adolescents' digital behavior indicate that the impact of social media is influenced by individual characteristics, usage context, content type, and users' subjective experiences (Beyens et al., 2020; Odgers & Jensen, 2020; Valkenburg et al., 2022). Intense and problematic social media use may also be associated with distress, symptoms of depression, anxiety, sleep disturbances, and a reduced quality of life, particularly when accompanied by a loss of control or exposure to emotionally distressing content (Boer et al., 2020; Dienlin & Johannes, 2020; Huang, 2022; Luo & Hancock, 2020). These findings underscore the importance of studying "doomscrolling" as a pattern of repeated attention to negative information (Rospita et al., 2026; Sharma et al., 2022).

In the context of Indonesian adolescents, several studies have tested instruments related to digital behavior, such as the Social Media Disorder Scale, the Fear of Missing Out Scale, the Online Fear of Missing Out Scale, and the Depression Anxiety Stress Scale for Youth (Dewi & Lestari, 2020; Kaloeti et al., 2021; Kurniawan & Hardianti, 2022; Kurnianto et al., 2025). These studies have not specifically examined the habit of seeking out negative content, which is at the core of doomscrolling. Research on doomscrolling has also primarily focused on college students, young adults, or social media users in general (Fidella et al., 2025; Rospita et al., 2026; Satici et al., 2022; Sharma et al., 2022; Syakira et al., 2025). Junior high school students, as early adolescents, require attention in the development of self-regulation, emotion management, and healthy digital habits, including social media use before bedtime (American Psychological Association, 2023; Marciano et al., 2022).

The novelty of this study lies in its mapping of doomscrolling behavior among middle school students, taking into account item tendencies, score categories, and the reliability of the instrument in a school setting. This study expands upon previous research, which has primarily focused on college students, young adults, or social media users in general (Fidella et al., 2025; Rospita et al., 2026; Satici et al., 2022; Syakira et al., 2025). The study's findings are intended to provide a foundation for guidance and counseling services, specifically, guidance as a preventive measure and counseling as an intervention for students exhibiting doomscrolling tendencies.

The significance of this study lies in the need for guidance and counseling teachers to have baseline data before designing services. Without profile data, school interventions tend to stop at general recommendations to reduce device use. The doomscrolling profile helps guidance and counseling teachers understand students' attention patterns, emotional regulation skills, self-control, and the types of content they consume. This data can be used to develop classroom-based services on information literacy, group guidance on emotional regulation while using social media, as well as group and individual counseling for students experiencing anxiety, sleep disturbances, or difficulty shifting their attention after being exposed to negative content (Ameliah et al., 2022; Laoera & Wibowo, 2023; Pratiwi & Rahmawati, 2025; Yeo et al., 2024).

Based on the above discussion, this study aims to describe the doomscrolling profile of students at SMPN 1 Malang and to formulate its implications for guidance and counseling services at the school.

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METHOD

This study employs a quantitative approach using a descriptive survey method. A descriptive survey design was chosen because this study aims to describe the doomscrolling profile of junior high school students based on numerical data, score distributions, and respondent characteristics according to actual conditions in the field, rather than to test causal relationships or the effectiveness of specific interventions (Creswell & Creswell, 2018; Machali, 2021). The study was conducted at SMPN 1 Malang from May 11–14, 2026. The study population consisted of students at SMPN 1 Malang, while the sample comprised 462 students who completed the questionnaire in full.

The sampling technique used was purposive sampling. This technique was chosen because the study required respondents who aligned with the research objectives, namely, junior high school students with experience using social media, so they could provide relevant responses to the doomscrolling items. This technique is also appropriate for the school-based research context because data collection was conducted in coordination with school officials and involved students who met the participation criteria. The criteria for respondents in this study were students at SMPN 1 Malang who were actively enrolled at the time of the study, had experience using social media, were willing to participate, and completed the questionnaire in full.

The primary research instrument was the Indonesian version of the Doomscrolling Scale, adapted and validated by Rospita et al. (2026) based on the scale developed by Sharma et al. (2022). This scale consists of 15 items that measure doomscrolling as a unidimensional construct. The validation article for the Indonesian version reported that the scale has a one-factor structure and excellent internal reliability, with a Cronbach's alpha value of 0.939 (Rospita et al., 2026). In the initial development of the scale, the items of the Doomscrolling Scale were also reported to have excellent reliability and used a seven-point Likert scale (Sharma et al., 2022). In this study, responses ranged from 1 (strongly disagree) to 7 (strongly agree). All items were positive, so no items needed to be reversed during the scoring process. Both the original scale and the Indonesian version used 15 items and a 1–7 Likert scale, and did not specify standard categories ranging from low to very high in their application.

The research questionnaire included respondent demographic data and the 15 items of the Doomscrolling Scale. Respondent demographic data included grade level, gender, daily social media usage duration, social media platforms used daily, smartphone ownership, and the habit of checking a smartphone before bed. Administrative data were not used in the statistical analysis and were kept confidential. The research analysis focused on the respondents' general characteristics and their responses to the doomscrolling items.

Data collection was conducted using an online questionnaire based on an electronic form. The questionnaire link was distributed to students through coordination with the school administration. Before completing the questionnaire, students received information regarding the research objectives, how to complete the instrument, data confidentiality, and the voluntary nature of participation. Respondents were asked to read each statement and select the answer that best described their situation. After the data was collected, the researchers checked the completeness of responses to the doomscrolling items. The data used in the analysis consisted of responses from 462 students who completed the questionnaire in full.

The use of the instrument with junior high school students took into account the readability of the items, the appropriateness of the school context, and the relevance of the doomscrolling construct to early adolescents. The initial validation of the Indonesian version of the Doomscrolling Scale was conducted on a population aged 18 to 40 years; therefore, in this study, the instrument was used as a survey tool to map doomscrolling tendencies, not as a clinical diagnostic tool. This approach follows the principle of caution in using psychological instruments across different populations, specifically the need to re-examine internal consistency and item characteristics within the target sample (Beaton et al., 2000; Kaloeti et al., 2021; Kurnianto et al., 2025).

Data were analyzed using descriptive statistics. The first analysis examined respondent characteristics, including grade level, gender, daily social media usage duration, social media platforms used, smartphone ownership, and the habit of checking a smartphone before bed. The second analysis focused on doomscrolling scores by calculating the mean, standard deviation, minimum score, maximum score, frequency, and percentage of each category. The total doomscrolling score was obtained by summing the 15 items, resulting in a theoretical score range of 15 to 105.

Score categories were established based on the scale's theoretical score range. The theoretical minimum score was calculated as 15 items × the lowest score of 1, resulting in a score of 15. The theoretical maximum score is calculated as 15 items × the highest score of 7, resulting in a score of 105. Since the article on the scale's development and validation

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of the Indonesian version did not establish standard categories, the categorization in this study was designed as interpretive categories to help map students' doomscrolling tendencies. The score range of 90 was divided into four categories. Based on this division, the score categories were defined as low (scores 15–37), moderate (scores 38–60), high (scores 61–82), and very high (scores 83–105). This categorization is used for descriptive interpretation and to map guidance and counseling service needs, not as a basis for clinical diagnosis (Azwar, 2012).

Subsequent analysis was conducted on item characteristics using corrected item-total correlations, with a minimum threshold of 0.30 as an indicator of adequate items. The instrument's internal reliability was calculated using Cronbach's alpha. The analysis results were then interpreted to formulate implications for guidance and counseling services in schools.

This study was conducted after obtaining permission from the school administration. Before completing the questionnaire, students were informed about the purpose of the study, how to complete the instrument, data confidentiality, and the voluntary nature of their participation. Respondent data was kept confidential, and the research results were reported in aggregate form without revealing students' personal identities.

RESULT AND DISCUSSION

The analysis was conducted on 462 valid respondents. All respondents provided complete answers to the 15 doomscrolling items, so no data were excluded from the analysis. The study respondents were from grades VII, VIII, and IX at SMPN 1 Malang. By grade level, there were 140 students in grade VII, 195 in grade VIII, and 127 in grade IX. By gender, the respondents consisted of 202 male students and 260 female students. A total of 326 students used social media for more than three hours per day, while 136 students used social media for three hours or less per day. Additionally, 377 students reported checking their cell smartphone before bed, while 85 students did not.

Table 1. Respondent Characteristics

Variable	Category	n	%
Grade level	VIII	195	42.21
Grade level	VII	140	30.30
Grade level	IX	127	27.49
Gender	Female	260	56.28
Gender	Male	202	43.72
Social media usage duration	>3 hours/day	326	70.56
Social media usage duration	≤3 hours/day	136	29.44
Checking a smartphone before bed	Yes	377	81.60
Checking a smartphone before bed	No	85	18.40

Source: Research data, processed by the researcher.

The reliability test results indicate that the doomscrolling instrument has excellent internal consistency. Cronbach's alpha was 0.904, and Cronbach's alpha based on standardized items was 0.915. These values indicate that the 15 items demonstrate strong internal consistency in measuring the doomscrolling construct among junior high school students in this study.

Table 2. Reliability of the *Doomscrolling* Instrument

Component	Value
Cronbach's alpha	0.904
Cronbach's alpha based on standardized items	0.915

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Component	Value
Number of items	15
Number of valid respondents	462

Source: Research data, processed by the researcher.

Item analysis shows that all items have a corrected item-total correlation above 0.30. The corrected item-total correlation values range from 0.352 to 0.733. The items with the highest contribution to the total score are P9 at 0.733, P10 at 0.729, and P8 at 0.700. Item P4 had the lowest corrected item-total correlation value at 0.352. Although the Cronbach's alpha if item deleted for P4 was 0.912—higher than the total alpha—the item was retained because its corrected item-total correlation remained above the minimum threshold of 0.30 and the item remained relevant to the construct of doomscrolling.

Table 3. Analysis of the *Doomscrolling* Scale Items

Item	Mean	SD	CITC	Alpha if Deleted	Decision
P1	2.26	1.453	0.598	0.898	Retained
P2	2.28	1.483	0.643	0.896	Retained
P3	2.95	1.805	0.525	0.902	Retained
P4	2.38	2.015	0.352	0.912	Retained
P5	1.95	1.346	0.644	0.896	Retained
P6	2.24	1.484	0.616	0.897	Retained
P7	2.07	1.365	0.484	0.902	Retained
P8	2.17	1.477	0.700	0.894	Retained
P9	1.85	1.194	0.733	0.894	Retained
P10	1.72	1.154	0.729	0.895	Retained
P11	2.26	1.589	0.607	0.898	Retained
P12	1.59	1.070	0.686	0.897	Retained
P13	1.76	1.232	0.655	0.897	Retained
P14	2.81	1.710	0.520	0.902	Retained
P15	1.89	1.333	0.695	0.895	Retained

Source: Research data, processed by the researcher.

The total doomscrolling score had a mean of 32.18, a median of 30.00, a standard deviation of 14.40, a minimum score of 15, and a maximum score of 90. Based on score categories, the majority of students fell into the low category, namely 320 students or 69.26%. Furthermore, 123 students (26.62%) were in the moderate category, 18 students (3.90%) were in the high category, and 1 student (0.22%) was in the very high category. Thus, students' doomscrolling tendencies generally fall into the low category, although there are still students in the moderate, high, and very high categories.

Table 4. Student *Doomscrolling* Categories

Category	Frequency	Percentage
Low	320	69.26
Moderate	123	26.62
High	18	3.90

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Category	Frequency	Percentage
Very high	1	0.22

Source: Research data, processed by the researcher.

Based on the item means, the most prominent tendencies were found in P3 with a mean of 2.95, P14 with a mean of 2.81, P4 with a mean of 2.38, P2 with a mean of 2.28, and P1 with a mean of 2.26. P3 relates to the behavior of constantly checking the news feed to see if any bad events have occurred. P14 relates to fear of what is seen on social media, yet difficulty looking away from social media. P4 relates to staying up late at night to search for negative news. Based on the item means, the highest tendencies were observed in the patterns of monitoring negative information, interest in bad news, and difficulty diverting attention from content that induces fear.

Table 5. Items with the Highest Mean Scores

Item	Mean	SD	Brief Item Description
P3	2.95	1.805	I constantly check the homepage to make sure nothing bad has happened.
P14	2.81	1.710	I'm scared by what I see on social media, but I can't look away from it.
P4	2.38	2.015	I stay up late at night looking for more negative news.
P2	2.28	1.483	I lost track of time while reading bad news on social media.
P1	2.26	1.453	As time goes on, I find myself increasingly driven to seek out bad news on social media.

Source: Research data, processed by the researcher.

The research results indicate that the doomscrolling profiles of students at SMPN 1 Malang generally fall into the low category. This suggests that doomscrolling has not yet become a dominant digital habit among the majority of students. This low tendency can be understood through several factors that may influence students' digital behavior. First, the study's respondents are junior high school students whose daily activities are still shaped by school routines, study schedules, peer interactions, and parental supervision. Second, the structured school environment may limit the development of a habit of repeatedly seeking out negative news over the long term. Third, within the sociocultural context of Indonesian adolescents, social media use is not always centered on news consumption but is also related to entertainment, social communication, trends, and educational needs. Therefore, the "low" category should not be interpreted as the absence of risk but rather indicates that the pattern of repeated consumption of negative information has not yet become a strong tendency among the majority of students.

Although the majority of students fall into the low category, the presence of students in the moderate, high, and very high categories still warrants attention. A total of 123 students, or 26.62%, fall into the moderate category; 18 students, or 3.90%, fall into the high category; and 1 student, or 0.22%, falls into the very high category. This group indicates that some students are beginning to show a stronger tendency to repeatedly access or monitor negative information. This is important because the risks associated with social media use are determined not only by the duration of use but also by the type of content consumed, the emotional response after viewing the content, and students' ability to stop disruptive digital activities (Casale et al., 2023; Conte et al., 2025; McLaughlin et al., 2023; Price et al., 2022).

The item with the highest mean score was P3, which refers to the tendency to constantly check the news feed to see if any bad events have occurred. This pattern indicates that the primary tendency among students is not merely prolonged social media use, but rather the monitoring of negative information. This aligns with the concept of "doomscrolling", the habit of repeatedly scrolling through negative information on social media timelines (Rospita et al., 2026; Sharma et al., 2022). Theoretically, the behavior of checking for negative information may be related to the need for reassurance when individuals are confronted with threatening information. However, this process of seeking

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reassurance can turn into a repetitive cycle because students continue to check for new information without ever truly feeling at ease. Previous literature explains that doomscrolling can be triggered by anxiety, uncertainty, fear of missing out, and the urge to understand situations beyond one's control (Anand et al., 2022; Satici et al., 2022; Shabahang et al., 2022; Ytre-Arne & Moe, 2021).

Item P14 is also a key finding because it indicates that some students feel afraid of what they see on social media but still find it difficult to look away. This pattern suggests issues with self-regulation in digital media use. Students may realize that certain content evokes fear or discomfort but are not necessarily able to divert their attention from it. This condition is relevant to the early stages of adolescent development, when the ability to regulate emotions, control impulses, and reflect on digital habits is still developing. Thus, doomscrolling among middle school students is better understood as a pattern of attention and self-regulation in consuming negative information, rather than as a label for clinical addiction.

The lowest average P12 score indicates that the majority of students do not identify themselves as addicted to negative news. These results must be interpreted with caution. Low self-reported addiction does not necessarily mean students are entirely free from the risks of doomscrolling. Early adolescents may not yet possess sufficient metacognitive awareness to assess whether their digital habits have become problematic. Furthermore, Rospita et al. (2026) classify doomscrolling as a habitual behavioral pattern, not as a clinical addiction. Therefore, this study uses the term "doomscrolling tendency" to ensure that its interpretation remains within the scope of school guidance and counseling services, without assigning a pathological label to students.

The duration of social media use should also be considered alongside doomscrolling scores. In this study, 326 students, or 70.56%, used social media for more than three hours per day. However, the majority of students remained in the low doomscrolling category. This finding suggests that the duration of social media use alone is insufficient to explain doomscrolling. Students may use social media for extended periods for entertainment, communication, schoolwork, or interacting with friends without necessarily engaging in repetitive searches for negative news. Recent literature also confirms that digital risks among adolescents are influenced by a combination of duration, content type, emotional engagement, self-control, family context, and school support (Agyapong-Opoku et al., 2025; Ghai et al., 2022; Marciano et al., 2022; Žmavc et al., 2025). Because this study is descriptive in nature, the results cannot be used to conclude that the duration of social media use causes doomscrolling. However, the high number of students who use social media for more than three hours a day still indicates a high likelihood of exposure to negative content.

Another finding warranting attention is that 377 students, or 81.60%, reported checking their phones before bed. This data relates to item P4, which indicates a tendency to stay up late searching for negative news. Not all students who check their phones before bed engage in doomscrolling, but the time before bed is a sensitive context for emotional regulation and sleep quality. If students access negative content during this time, they may experience increased emotional tension, intrusive thoughts, and difficulty disconnecting from digital devices. Therefore, the habit of checking smartphones before bed should be a key focus of guidance and counseling services, particularly through education on healthy evening digital routines.

The implications for counseling services can be formulated based on score categories and the most prominent findings from the survey items. Students in the low category can receive classroom-based guidance using psychoeducational techniques focused on digital literacy and news literacy. This technique was chosen because the majority of students fall into the low category, so the services required are preventive in nature. Service materials may include an introduction to doomscrolling, how to identify negative content, verifying the credibility of information, awareness of social media algorithms, and healthy social media habits. This approach is relevant because classroom-based news literacy interventions for early adolescents have been shown to support students' ability to apply news literacy when encountering digital information (Tamboer et al., 2024).

Students in the moderate category can be directed toward group guidance using self-management techniques. This technique aligns with findings P3 and P14, namely the habit of checking the news feed to confirm the occurrence of negative events and the difficulty in turning away from content that evokes fear. Through self-management techniques, students can be trained to self-monitor their social media usage habits, set time limits for use, manage triggers for smartphone use, establish behavioral change goals, and provide self-reinforcement when successfully reducing the habit of monitoring negative content. This technique is relevant because group counseling using self-management techniques has been shown to help reduce students' tendency toward smartphone addiction (Sembiring & Daulay, 2022).

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Students in the high-risk category can be targeted for group counseling using the Rational Emotive Behavior Therapy (REBT) approach. This approach is chosen because students in the high-risk category may have irrational thoughts, such as feeling they must constantly monitor bad news to feel safe or to avoid missing information. In REBT-based group counseling, guidance and counseling teachers can help students identify irrational thoughts, challenge those thoughts, and develop more rational alternative thoughts. The REBT approach is relevant because group counseling using REBT has been shown to help address smartphone addiction tendencies among students (Sitompul & Daulay, 2023).

Students in the "very high" category may receive individual counseling using Cognitive Behavioral Therapy (CBT) if they exhibit emotional distress, sleep disturbances, anxiety, difficulty concentrating, or difficulty controlling their exposure to negative content. This approach aligns with P4 and P14, which indicate the use of social media late into the night as well as a fear of social media content but difficulty turning away from it. Through CBT, guidance and counseling teachers can help students recognize the relationship between thoughts, emotions, and digital behavior, and then engage in cognitive restructuring, time management for social media use, and modification of social media behavior. CBT is relevant because recent systematic reviews and meta-analyses show that psychological interventions, particularly CBT, are effective in reducing symptoms of problematic use of the internet, social media, video games, and communication technologies among adolescents (Pérez-Wiesner et al., 2025).

Collaboration between guidance counselors and parents is also important because most students check their cell phones before bed. This habit warrants attention because social media use before bedtime may be linked to adolescents' sleep quality and emotional regulation. Parental rules regarding internet and smartphone use before bedtime can play a protective role against the effects of social media use on adolescents' sleep timing and sleep quality (van den Eijnden et al., 2021). Furthermore, screen media use among children and adolescents is associated with later bedtimes and reduced sleep duration (Hale et al., 2018). Therefore, guidance counselors can engage parents through brief psychoeducation regarding evening smartphone routines, notification management, screen-free time, and reflective conversations about the content their children access. This collaboration is necessary because students' digital habits are formed not only at school but also at home. Thus, guidance and counseling services should not only emphasize reducing screen time but also help students understand their emotional responses, build self-control, and establish healthier social media routines.

Overall, this study provides an initial mapping of doomscrolling tendencies among junior high school students in Indonesia. The results indicate that doomscrolling has not yet become a dominant trend among most students, but certain patterns warrant attention—particularly the habit of seeking out negative news, fear of social media content, difficulty shifting attention, and smartphone use before bedtime. The contribution of this study lies in translating empirical data into more specific guidance and counseling service directions, namely classroom-based guidance using psychoeducational techniques focused on digital literacy and news literacy, group guidance using self-management techniques, group counseling using the Rational Emotive Behavior Therapy approach, and individual counseling using the Cognitive Behavioral Therapy approach. Thus, guidance and counseling teachers can design services that are better suited to students' needs in dealing with exposure to negative information, improving self-regulation, and maintaining digital well-being.

CONCLUSION

This study shows that the doomscrolling tendencies of students at SMPN 1 Malang generally fall into the low category, meaning that the behavior of repeatedly seeking out negative information has not yet become a dominant digital habit among the majority of students. Nevertheless, there are still some students with moderate, high, and very high doomscrolling tendencies, so this group still needs attention in guidance and counseling services. Key findings indicate that patterns requiring attention include the habit of checking the news feed to confirm the occurrence of negative events, a fear of social media content coupled with difficulty looking away, and the use of social media late into the night to seek out negative news. The implications of this study underscore the importance of comprehensive guidance and counseling services, specifically: classroom-based guidance focused on digital literacy and news literacy for students with low doomscrolling tendencies; group guidance using self-management techniques for students with moderate tendencies; group counseling using the REBT approach for students with high tendencies; and individual counseling using a CBT approach for students with very high tendencies or those exhibiting stronger emotional impacts. Thus, these findings can serve as a starting point for guidance counselors in designing services better tailored to students' needs regarding self-regulation, emotion management, and healthy social media habits.

This study has several limitations. The study participants were drawn from only one school; therefore, the results cannot yet be broadly generalized to all junior high school students. The research design used was a descriptive survey, so it cannot yet explain the cause-and-effect relationship between doomscrolling and other factors such as anxiety, sleep quality, self-regulation, or fear of missing out. Furthermore, the instrument was used to map doomscrolling tendencies, not as a clinical diagnostic tool. Future research is recommended to involve a broader sample, use a correlational or longitudinal design, and examine the relationship between doomscrolling and other psychological and digital behavioral variables so that the development of guidance and counseling services can be designed more specifically.

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