



Effectiveness of Group Counseling Services Using Self-Management Techniques to Reduce Online Game Addiction

Juni Fernando Silalahi¹, Mami Hajaroh², Nur Azizah³

¹ Guidance and Counseling, Yogyakarta State University, Yogyakarta, Indonesia
Email: junifernando.2022@student.uny.ac.id

² Guidance and Counseling, Yogyakarta State University, Yogyakarta, Indonesia
Email: nur_azizah@uny.ac.id

³ Guidance and Counseling, Yogyakarta State University, Yogyakarta, Indonesia
Email: mami_hajaroh@uny.ac.id

(Received: 22-12-2023; Reviewed: 20-02-2024; Accepted: 12-03-2024;
Available online: 26-03-2024; Published: 18-04-2024)



This is an open access article distributed under the Creative Commons Attribution License
CC-BY-NC-4.0 ©2024 by author (<https://creativecommons.org/licenses/by-nc/4.0/>).

Abstract. The aim of this research is to determine the effectiveness of group counseling services with self-management techniques to reduce online game addiction at SMA Negeri 4 Malinau. This type of research is quantitative research with experimental methods. This research design is one group pre-test-post-test. The population of this research was 32 students and the sample was 5 students. Research analysis used the Wilcoxon test with the help of SPSS 26 for Windows. Based on the results of this study, it shows a decrease in reducing online game addiction after participating in the self-management technique group counseling services that have been provided. This pretest obtained a score of 360 with an average score of 72. After being given the service, students experienced a decrease in their score on the posttest of 252 with an average of 50.4. The results of the Wilcoxon test using SPSS 26 showed that the Z count in the experimental class was -2.023 and a significance level of 0.05. It is known that the Asymp.Sig.(2-tailed) value is $0.043 < 0.05$, so H_0 is rejected and H_a is accepted. Thus, it can be concluded that self-management technique group counseling services are effective in reducing online game addiction.

Keywords: Kgroup counselling; online game addiction; self-management techniques.

INTRODUCTION

Online games basically aim to relieve fatigue or make the brain fresh after daily activities (Khirur et al., 2021). Playing is something that teenagers should do because it can make them physically and mentally fresh, relieve fatigue and boredom, and gain new enthusiasm (Khirur et al., 2021). Apart from that, teenagers usually follow the times and are easily influenced by the lifestyles of the people around them (Mahasiswa et al., 2023). Online games are increasingly popular, as if they have become a lifestyle. Teenagers are very interested in various

smartphone features, which causes smartphone usage to increase. Teenagers can benefit from playing online games properly (P. W. Lestari & Millenia, 2020). Playing games improves many cognitive skills, motivation and social skills. But in reality, online games actually make many people addicted, especially teenagers. Playing online games can be addictive or addictive (Zis et al., 2021).

Since 2020, it is estimated that there will be 28.1 million online game players, up from 23.7 million in 2019. According to We Are Social data written by (Reswari & Syakuro, 2023). The Philippines is in first place in the world with a

percentage of internet users playing video games of 96.4 percent, or 964,000,000 people, and in third place in the world, namely Indonesia with a percentage of internet users playing video games of 94.5 percent, or 263,420,981 people, and 77.5 percent, or 887,003 young men, are addicted to online games. Data revealed by (Rifda & Suryanti, 2020) at merdeka.com shows that 12,876,174 people, or 58% of esports players, are children under 18 years old.

The intensity of an individual's aggressive behavior when playing online games is related to their intensity (Fitri & Marjohan, 2016). In their social life, people who play games with high intensity experience dissociative interactions, which means they develop relationships in the form of competition, contravention and conflict (Anisah & Sri, 2020). A study shows that online game addiction is more common in teenagers (M. J. D. Lestari & Novianti, 2022). Teenagers spend more than two hours/day playing games, or more than 14 hours/week (Jey & Mau, 2021).

With advances in technology, there are not only positive impacts, there are also negative impacts, such as causing addiction. For students, this addiction can cause students to be lazy about doing anything other than playing games, become wasteful when playing games, and lie to their parents just to play online games. Online games provide sensations and challenges that make players forget time because they can be played online with people who are far away (Nasrah, 2020).

Based on the results of interviews and observations on October 3, 2023 At SMA Negeri 4 Malinau, a number of reports from subject teachers found that several students in class and not enthusiastic when participating in learning. When there was a report from one of the student's parents who stated that when he was busy playing games at home, the child liked to ignore his homework assignments. Apart from that, the guidance and counseling teacher at SMA Negeri 4 Malinau has not carried out group counseling for students who are addicted to online games.

Therefore, to reduce online game addiction by students at SMA Negeri 4 Malinau, researchers intend to use group counseling services with self-management techniques. Group counseling is a dynamic interpersonal process that focuses on behavior and conscious thinking. It involves therapeutic, reality-oriented, understanding, accepting, and helpful functions (Vania et al., 2019). Group counseling is intended

to provide preventive and healing assistance to individuals in a group context with the aim of helping them develop and develop (Edeltrudis et al., 2017).

The theory of human behavior is known as the behavioral approach. The behavioral therapy is to develop new behavior and eliminate inappropriate behavior (Hidayati, 2012). During counseling, behavior change must be achieved through a learning process, also known as relearning. With the counselor's help, clients can learn to behave better eventually, even without the counselor's constant guidance (Dini, 2021).

By using self-management, students who experience gaming addiction can help change negative behavior and develop positive behavior by observing themselves, noting certain behaviors (thoughts, feelings and actions) and their interactions with events in their environment, thinking about the environment as a condition or certain responses, and finding and determining for themselves the positive stimulus that is followed by the behavior shown. Jones, Nelson, and Kaznin argue that learners attempt to control changes in their behavior by changing environmental conditions or controlling consequences. Self-management strategies can help students improve self-management skills and achieve target behavior. As a result of observations carried out at SMA Negeri 4 Malinau, it was found that many students really like playing online games, and may even become addicted to online games.

Based on the problem, the researcher will try to provide group counseling services which are expected to provide better changes through group guidance procedures for self-management techniques in reducing online game addiction at SMA Negeri 4 Malinau.

METHOD

This research uses quantitative experimental research. According to Sugiyono (2019) Experimental research is a research method carried out by experiment and used to determine the effect of an independent variable on a dependent variable under controlled conditions. The research design used was one group pre test-post test. In the design, the test will be carried out twice, namely before being given treatment (pre-test) and after being given treatment (post-test). This design was chosen by researchers because it can compare students' behavior before and after being given treatment.

RESULTS AND DISCUSSION

Results of the research "Effectiveness of Group Counseling Services Using Self-Management Techniques to Reduce Online Game Addiction in SMA Negeri 4 Malinau". This research was conducted in October 2023. The results of the research obtained were to determine whether there were changes before and after being given a group counseling service model with self-management techniques.

The research implementation in reducing students' online game addiction through self-management technique group counseling services was carried out at SMA Negeri 4 Malinau which was carried out in October 2023. The research was carried out in 5 meetings with the aim of producing accurate data conclusions related to problems in research. Each meeting lasts 45 minutes. Before implementing self-management technique group counseling services, the researcher first conducted a pre-research survey aimed at determining the research sample, namely by conducting interviews with fellow subject teachers at SMA Negeri 4 Malinau.

After conducting interviews with subject teachers, it was discovered that there were several students who had problems regarding low learning independence, namely in class XB. To strengthen the research results, the researcher conducted a pretest in class XB. Before the scale is used for the Pretest, the scale used has been tested in the XA class to produce valid or relevant data. So that the data that has been tested can be used to carry out a pretest in the experimental class.

In the first stage, the researcher conducted a pretest by giving a learning independence scale to 25 class XB students. Before the pretest was carried out, the researcher had coordinated with the subject teachers to determine the scale distribution schedule. The results of this pretest will provide an initial picture of the condition of students' online game addiction and allow researchers to select research subjects who have a high level of online game addiction.

In the second stage, researchers selected 5 students based on the pretest results who had a high level of online game addiction. The meeting began with prayer and introductions, followed by an explanation of the concept of group guidance, group atmosphere, and time agreement. Followed by an "ice breaking" activity to relieve tension.

The researcher asked group members to express problems with online game addiction. Then they gave worksheets, encouraged group members to talk, discussed schedules, and closed the meeting with prayer and thanks for the group members' presence.

At the third meeting, the researcher opened with greetings, prayers and thanks to the group members. The researcher explains the group's service objectives, self-management techniques, carrying out ice breaking activities to reduce tension, and motivating group members to be active. After preparation, researchers entered the core stage, where they tackled the problem of online game addiction. Then group members are given the task of organizing strategies from waking up to going to sleep again. This is so that group members understand each other's daily schedules in managing their time. The researcher also gave group members an assignment sheet to write down obstacles to reducing online gaming and explore messages and impressions from the meeting before ending with prayer and greetings.

At the fourth meeting, the researcher opened with greetings, prayer, and asking about how the group members were doing. The researcher explained the topic and purpose of the meeting, which aimed to strengthen the group members' thinking in relation to online gaming addiction. Before getting into the main discussion, the researcher provided an ice-breaking activity in the form of a quiz. In the main discussion, the researcher continues the topic of online game addiction with self-management strategies. Then group members provide evaluations and input to each other on the planning strategies created in scheduling time for playing online games and studying. Before ending the meeting, prayers and greetings were held.

At the fifth meeting, researchers conducted a posttest on research subjects by distributing an online game addiction scale. The posttest uses an online game addiction instrument or scale. A posttest was given to determine online game addiction after being provided with self-management technique group counseling services. The posttest administration ran smoothly and conductively in accordance with predetermined procedures.

Table 1. Pretest and Posttest Results

No	Pretest	Posttest
1	74	55
2	73	53
3	72	51
4	71	48
5	70	45
Total	360	252
Mean	72	50.4

The pretest and posttest diagram depiction service depicted in diagram form was provided to the experimental group. The experimental group was given group counseling services on self-management techniques, there was a significant change, students with the initials SCP with a pretest result of 74 scores, after being given the service (posttest) it became 55 scores. The student with the initials RBP had a pretest result of 73 scores, after being given the service (posttest) it became 53 scores. Students with the initials ASD had a pretest result of 72 scores, after being given services (posttest) it was 51 scores. The student with the initials HAR had a pretest result of 71 scores, after being given the service (posttest) it was 48 scores. The student with the initials AN had a pretest result of 70 scores, after being given the service (posttest) it became 45 scores. It was concluded that these 5 students experienced changes in the level of online game addiction scale after being provided with self-management technique group counseling services.

Table 2. Wilcoxon Test Calculation Results

Test Statistics	
	POSTTEST - PRETEST
Z	-2.023b
Asymp. Sig. (2-tailed)	,043

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

After carrying out the Wilcoxon signed ranks test, the z count was -2.023, then compared with the Z table of 0.05. The Z table of 0.05 is 1.96, so the calculated Z is greater than the Z table $-2.023 > 1.96$. To see the probability number, Asymp value. Sig. (2-tailed) is $0.043 < 0.05$ so H_0 is rejected and H_a is accepted. So the conclusion is that the online game addiction score of students in the experimental group decreased between

before being given the service and after being given the service.

Online game addiction is influenced by several factors. This was also conveyed by (Khirur et al., 2021). That there are factors that cause students' high online game addiction, namely caused by two main factors, namely internal and external factors. Internal factors include a strong urge to achieve high scores in games, difficulty setting priorities, boredom seeking entertainment in playing games, and a lack of self-control to stop playing even though aware of the negative impacts. The supporting theory in online addiction was put forward by Erikson, who underlined the role of an individual's developmental stage in shaping behavior and tendencies (Malihah & Alfiasari, 2018).

According to Erikson's theory, adolescents are in the stage of identity versus role confusion. This is an important stage where students search for their own identity, including how they want to be seen by the world and how they want to involve themselves in social activities. In the context of online gaming addiction, some students may find their identity in the role of a successful online gamer or a prominent figure in the gaming community (Prasetya et al., 2020). However, if they fail to balance this identity with other responsibilities, such as education or social relationships, they can experience role confusion. This may lead to more involvement in online games as a way to feel successful or recognized, neglecting other aspects of their development (Agustin, 2018).

Based on these problems, researchers used self-management technique group counseling services which aim to help students overcome the problem of online game addiction and develop healthier skills and strategies in managing online game use. Based on the results of research using an online game addiction scale in the experimental group, students' online game addiction before and after being given group counseling services on self-management techniques showed a decline in scores. This can be seen from the average Pretest score with an average of 72 and is categorized as very high online game addiction. After being given group counseling on self-management techniques, there was a change in the posttest score of 252 with an average score of 50.4 and was categorized as moderate online game addiction. In this study, the data analysis test used the Wilcoxon test. The Wilcoxon test is used to determine whether or not

there is an influence from the services the researcher provides. The reason the researcher used the Wilcoxon test was because the number of samples in this study was less than 30, namely 5 samples.

Based on the results of the data that has been analyzed, the experimental group data obtained Asymp Sig. (2-tailed) is $0.043 < 0.05$ and the calculated Z is -2.023 , meaning that students' online game addiction scores have decreased between before being given the service and after being given the service. The significant change in online game addiction proves that there has been a decline in online game addiction. This can be seen from the results of the experimental group's posttest scale before being given the service and after being given the service. Thus, self-management technique counseling services are effective in reducing online game addiction at SMA Negeri 4 Malinau. Reducing online game addiction is considered very important in learning activities, because the low level of online game addiction among students encourages study concentration and conversely, the high level of online game addiction among students causes disruption in their learning, which results in a decrease in students' academic grades. By providing group counseling services, self-management techniques aim to reduce online game addiction in students. In group counseling, students get social support from others who are experiencing similar problems and are aware of the negative impacts of addiction. They learn self-management techniques, identify positive alternatives, and improve social skills.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research on the effectiveness of group counseling on self-management techniques to reduce online game addiction at SMA Negeri 4 Malinau, it can be concluded that the group counseling service on self-management techniques is effective for reducing addiction to online games at SMA Negeri 4 Malinau. It can be proven that the pretest results obtained a score of 360. with an average score of 72. After being provided with services, students experienced a decrease in their score on the posttest by 252 with an average of 50.4. The results of the Wilcoxon test using SPSS 26 showed that the Z count in the experimental class was -2.023 and a significance level of 0.05. It is known that the Asymp.Sig.(2-tailed) value is $0.043 < 0.05$, so H_0 is rejected and H_a is accepted,

meaning that there is a significant difference between online game addiction after being given group counseling services on self-management techniques. Thus, it can be concluded that self-management technique group counseling services are effective in reducing online game addiction. This is proven by looking at the posttest scores which have decreased.

ACKNOWLEDGMENTS

Acknowledge anyone who has helped you with the study, including: Researchers who supplied materials, reagents, or computer programs; anyone who helped with the writing or English, or offered critical comments about the content, or anyone who provided technical help. State why people have been acknowledged and ask their permission. Acknowledge sources of funding, including any grant or reference numbers. Please avoid apologize for doing a poor job of presenting the manuscript.

REFERENCES

- Agustin, L. (2018). INTERVENSI PSIKOLOGI ISLAM: Model Konseling Kelompok dengan Teknik Self-Management-Tazkiyatun Nafs. *Jurnal Psikologi Islam*, 5(2), 75–86.
- Anisah, L., & Sri, E. (2020). *Jurnal Mahasiswa BK An-Nur : Berbeda , Bermakna , Mulia Volume 6 Nomor 3 Tahun 2020 Tersedia Online : https://ojs.uniska-bjm.ac.id/index.php/AN-NUR_BIMBINGAN_KELOMPOK_DENGAN_TEKNIK_MODELLING_UNTUK_MENINGKATKAN_KEPERCAYAAN DIRI_PADA_SISWA_SMP_NEGERI_1_PELA*. 6, 23–28.
- Dini, I. R. (2021). *Bimbingan Konseling. Kajian Teori*, 170.
- Edeltrudis, K., Korohama, P., Wibowo, M. E., & Tadjri, I. (2017). *Jurnal Bimbingan Konseling Model Bimbingan Kelompok dengan Teknik Modeling untuk Meningkatkan Kematangan Karir Siswa Abstrak*. 6(1), 68–76.
- Fitri, E. N., & Marjohan. (2016). Manfaat Layanan Konseling Kelompok Dalam Menyelesaikan Masalah Pribadi Siswa. *Jurnal Educatio*, 2(2), 19–23.
- Hidayati, R. (2012). Model Bimbingan Kelompok dengan Tekhnik Stimulus

- Control untuk Meningkatkan Kemandirian Belajar Siswa. *Jurnal Bimbingan Konseling*, 1(1), 6.
- Jey, G., & Mau, B. (2021). Dampak Penggunaan Gadget Terhadap Perkembangan Perilaku Anak Remaja Masa Kini. *Excelsis Deo: Jurnal Teologi, Misiologi, Dan Pendidikan*, 5(1), 99–110.
<https://doi.org/10.51730/ed.v5i1.70>
- Khirur, R., Badruli Martati, S. H., Putra, D. A., Roziqin, K., Martati, B., & Putra, D. A. (2021). Analisis Karakter Religius Siswa Dalam Belajar Dari Rumah Pada Masa Pandemi Covid-19. *Jurnal Review Pendidikan Dasar*, 7(1), 1–6.
<https://journal.unesa.ac.id/index.php/PD/article/view/12150>
- Lestari, M. J. D., & Novianti, L. E. (2022). Smartphone Addiction of Early Adolescents During COVID-19 Pandemic. *Daengku: Journal of Humanities and Social Sciences Innovation*, 2(5), 618–625.
<https://doi.org/10.35877/454ri.daengku1158>
- Lestari, P. W., & Millenia, S. J. (2020). Peningkatan Pemahaman Anak Melalui Edukasi Dampak Penggunaan Gawai Berlebih. *JMM (Jurnal Masyarakat Mandiri)*, 4(2), 264–272.
- Mahasiswa, D. widya rahmawati, Desi Maulia, & Eka Sari Setianingsih. (2023). Hubungan Antara Kontrol Diri Dengan Kecanduan Dalam Penggunaan Gawai Pada Siswa SMK Negeri X. *JCOSE Jurnal Bimbingan Dan Konseling*, 5(2), 125–131.
<https://doi.org/10.24905/jcose.v5i2.137>
- Malihah, Z., & Alfiasari, A. (2018). Perilaku Cyberbullying pada Remaja dan Kaitannya dengan Kontrol Diri dan Komunikasi Orang Tua. *Jurnal Ilmu Keluarga Dan Konsumen*, 11(2), 145–156.
<https://doi.org/10.24156/jikk.2018.11.2.145>
- Nasrah, A. M. (2020). Analisis Motivasi Belajar dan Hasil Belajar Daring Mahasiswa Pada Masa Pandemi Covid-19. *Riset Pendidikan Dasar*, 3(2), 207–213.
- Prasetya, A. F., Wibowo, M. E., & Purwanto, E. (2020). *The Positive Impact From Group Counselling With Cognitive Behaviour (GC-CB) To Stress About Cyberbullying Conditions*. 07(10), 3348–3355.
- Rahmi, Y. (2019). Metode Muraja'ah dalam Menghafal Al-Qur`An di Pondok Pesantren Al-Mubarak Tahtul Yaman Kota Jambi. *INNOVATIO: Journal for Religious Innovation Studies*, 19(1), 65–76.
<https://doi.org/10.30631/innovatio.v19i1.78>
- Reswari, A., & Syakuro, M. A. (2023). *Analisis Perkembangan Sosial Emosional Anak Usia Dini dalam Penggunaan Gawai di Era Digitalisasi*. 7(2), 69–87.
- Rifda, A. P. R., & Suryanti, H. H. S. (2020). Pengaruh Konseling Kelompok Dengan Media Games Terhadap Tingkat Kepercayaan Diri Siswa Kelas X IPS 5 Di MAN 1 Surakarta Tahun Pelajaran 2018/2019. *Jurnal Medi Kons*, 6(1).
<http://ejournal.unisri.ac.id/index.php/mdk/article/view/3722%0Ahttps://ejournal.unisri.ac.id/index.php/mdk/article/view/3722/3108>
- Vania, N. R., Supriatna, E., & Fatimah, S. (2019). Penerapan Konseling Kelompok Dengan Teknik Self Management Dalam Rangka Pengelolaan Stres Akademik Peserta Didik Kelas Viii Smp. *FOKUS (Kajian Bimbingan & Konseling Dalam Pendidikan)*, 2(6), 250.
<https://doi.org/10.22460/fokus.v2i6.3541>
- Zis, S. F., Effendi, N., & Roem, E. R. (2021). Perubahan Perilaku Komunikasi Generasi Milenial dan Generasi Z di Era Digital. *Satwika: Kajian Ilmu Budaya Dan Perubahan Sosial*, 5(1), 69–87.
<https://doi.org/10.22219/satwika.v5i1.15550>