Effectiveness of a Cognitive Behavioral Therapy Counseling Approach in Overcoming Online Game Addiction

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Abstrak

Addiction to online games is a problem in the world of education which can have various negative impacts on students, both physical, psychological and social health, as well as learning activities and even a decline in academic achievement. This research aims to determine the effectiveness of the cognitive behavioral counseling approach in alleviating online game addiction experienced by students. The research method uses a quantitative comparative type with a 2 x 2 factorial quasi-experimental design. Samples were taken using a purposive technique of 10 people in the experimental group and 10 people in the control group. The research instrument used an online game addiction scale which was distributed to the sample during the pretest and posttest. The data analysis technique uses data description and hypothesis testing with the ANACOVA formula. The research results showed that there was a difference in students' online game addiction scores during the pretest and during the posttest with an F value of 417.217, and a mean square of 544.700 with a significance of 0.000. It can be concluded that counseling services using the Cognitive Behavior Therapy approach are effective in reducing online game addiction in students at Tritech Vocational School, Medan.

Keywords: CBT, Games, Addiction.

Abstract

Addiction to online games is a problem in the world of education which can have various negative impacts on students, both physical, psychological and social health, as well as learning activities and even a decline in academic achievement. This research aims to determine the effectiveness of the cognitive behavioral counseling approach in alleviating online game addiction experienced by students. The research method uses a quantitative comparative type with a 2 x 2 factorial quasi-experimental design. Samples were taken using a purposive technique of 10 people in the experimental group and 10 people in the control group. The research instrument used an online game addiction scale which was distributed to the sample during the pretest and posttest. The data analysis technique uses data description and hypothesis testing with the ANACOVA formula. The research results showed that there was a difference in students' online game addiction scores during the pretest and during the posttest with an F value of 417.217, and a mean square of 544.700 with a significance of 0.000. It can be concluded that counseling services using the Cognitive Behavior Therapy approach are effective in reducing online game addiction in students at Tritech Vocational School, Medan.

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Introduction

In this digital era, the phenomenon of online gaming has become an inseparable part of everyday life, especially among students (Laili, 2015). Online games have become a means of entertainment, social interaction, and even an exciting form of competition. This phenomenon not only has a positive impact, but also has negative impacts, such as online game addiction. The existence of this game is not just a form of recreation, but also as a forum where students form their virtual identity. The presence of online games is not only limited to entertainment, but has penetrated deeply into

students' daily lives, forming an inseparable parallel reality (Adiningtiyas, 2017). For students, online games are not only a means of entertainment, but also a space where students build social relationships, hone communication skills, and measure abilities in virtual competitions (Husniah et al., 2023).

However, research by (Nuzuli et al., 2023), states that online game addiction has a negative impact on a person's life. communication between mobile legend game addicts, it can be seen that the communication of these respondents is very far from being effective, they unintentionally become closed individuals. Due to the duration and frequency of playing games, players tend to often use words that are not appropriate, this is because they are influenced by the language styles that exist in their online gaming environment. Apart from that, many respondents are closed and find it difficult to focus on interactions, because they only focus on games. Online games have a big influence on changes in adolescent behavior because there are changes in behavior in adolescents who are already addicted to online games (Fadila et al., 2022). Online games will have a negative impact on users if these games are played excessively so that their academic activities are disrupted. So, users of certain online games should be able to control and control themselves more (Agustin & Karneli, 2022).

Addiction to playing games is known as online game addiction or internet gaming disorder. Where players seem to have nothing to do apart from playing games, and as if the game is their life (Erawati, 2022; Puput, 2024). Internet gaming disorder is a form of internet use that is continuously related to pathological internet use, defining addiction as a form of deep attachment to an object (in this case, internet gaming) and affecting cognition, emotions and behavior which causes significant damage in the area. different in their real life (Sholihah, 2019; Yadi & Netrawati, 2024).

Another negative impact for someone who is addicted to online games is that it is dangerous for the individual's social life, they automatically move away from the environment. Indirectly, it has an impact on learning motivation because a lot of time and energy is spent playing rather than studying, children become lazy about studying, postpone school assignments, and play games during the learning process. Not only does it have an impact on

children's learning achievement but it also has an impact on their brain and physique (Fadilla et al., 2023). The impact of online game addiction also has an influence on students both in terms of health, learning, social, psychological and even financial (Sari, Indri Dwi Nofita et al., 2023).

Some signs that someone is addicted to online games include: 1) spending excessive time playing online games, sacrificing sleep, eating, or other important tasks, 2) difficulty controlling the amount of time spent playing online games, 3) experiencing stress when not playing games, 4) withdrawing from social relationships to play games, 5) experiencing physical symptoms, such as headaches, back pain, or eye problems due to playing online games for too long (Ali, 2020; Ilman et al., 2024; Putra & Nuryono, 2022).

According to (Bahar, 2023), if someone experiences four of these seven criteria within a period of six months, then someone can be said to be addicted to online games, namely;
1) salience: when playing games becomes a priority and ignores basic needs such as eating, sleeping/resting, and maintaining cleanliness/bathing.
2) tolerance; when someone plays games with great intensity and frequency.
3) mood modification; subjective experiences that are influenced by other activities. This means feeling unhappy or uncomfortable if you are forced to abandon your gaming activities in order to do more productive activities.
4) relapse; the tendency to return to playing again even though you have previously been conditioned to refrain.
5) withdrawal; displays unpleasant emotional symptoms when forced to stop gaming activities.
6) conflict; displays conflict with people around when asked to stop playing the game, may also lie.
7) problems; shows greater effects on various other important activities due to spending too much time playing games, such as neglecting tasks, ignoring the social environment, and losing control of himself (Darmawan, 2021; Faudji, 2022; Husna, 2020).

Factors that cause someone to become addicted to online games include; 1) the game factor itself, where the game challenges players to continue playing until they reach the next

level which then triggers them to become attached and dependent, 2) the psychological factor, where playing games is used as an outlet or just to entertain themselves to reduce stress or life pressure. experienced, 3) social factors, playing games is used as a means to interact with friends, 4) environmental factors, namely the existence of an environmental atmosphere that supports and allows people to continue playing and bonding with each other (Muhammad & Priyambodo, 2022; Nuzuli et al., 2023; Tsani et al., 2023).

Meanwhile, research results (Syaifullah, 2019), state that the factors that cause online games to be preferred are that online games are more interesting than school lessons, the impact on adolescent achievement is a decrease in adolescent learning achievement, and how to overcome online game addiction, namely parental education is very important. needed especially in learning matters, teenagers are more emphasized on studying than playing online games, providing learning motivation for teenagers.

The phenomenon of online game addiction is a problem that has serious urgency because it has an impact on students' lives, the relatively serious impact is that students do not go to school, do not do their assignments and even commit criminal acts (Putra & Nuryono, 2022). Addiction to online games has also had other negative impacts on students such as academic procrastination (Belardo Farjantoky, 2020; Erawati, 2022; Erin, 2023; Habsy et al., 2024).

It is hoped that the community will become a source of information, especially parents, to guide and supervise their children who play online games and then set limits on playing time so that teenagers do not lose control in playing online games and it does not have a negative impact on their lives (Fadila et al., 2023). Guidance and counseling also provides special treatment for students who are addicted to online games, including using the prevention function, understanding function, alleviation function and monitoring (advocacy) function. In the prevention function, understanding function and alleviation function, only guidance and counseling teachers and school personnel handle these students. If the guidance and counseling teacher and the school are experiencing difficulties in handling the student, a supervisory function is implemented,

namely the school is assisted by the student's family in handling and supervising students addicted to online games (Adiningtiyas, 2017; Reza & Mulawarman, 2021; Wulandari, 2023). To overcome the negative impact of online game addiction, further treatment is needed, for example by providing individual counseling services to individuals who are addicted to online games (Arumsari et al., 2022).

Several counseling techniques such as Self Control, Self Management (Ali, 2020; Ibrahim, 2023), Modeling, group counseling, REBT, Behavior Contracts, Restructuring, CBT (Aidia Rasyid, 2021). This technique has proven effective in reducing online game addiction (Wiyono et al., 2024).

More specifically, guidance and counseling teachers can provide counseling services to students using a cognitive behavior therapy (CBT) approach. This is in accordance with the research results of (Zees et al., 2021), which states that cognitive behavior therapy (CBT) is effective in reducing gadget dependence among teenagers at the Gorontalo Polytechnic (t value = 20.508 and ρ value = 0.000). Likewise, the results of research by (Belardo Farjantoky, 2020), stated that there was a positive effect of cognitive-behavioral counseling intervention on reducing interpersonal sensitivity, increasing self-esteem and reducing the tendency for mobile phone addiction in students.

Research by (Tsani et al., 2023), also proves that cognitive behavior therapy reduces online game addiction significantly (p value 0.001 with $\alpha = 0.05$, p value < α). The results of this study show that providing actions based on Cognitive Behavior Therapy is proven to make a difference and influence on online gaming tendencies. So this action has proven effective in reducing the habit of playing online games.

The CBT approach is a very representative approach to changing thoughts and adaptive behavior. From a CBT perspective, the problem of the tendency to use mobile phone addiction is caused by inappropriate thought processes and circumstances that make it wrong to do things that should be done. In this case, CBT can help individuals change thoughts, perceptions, and change behavior related to the current situation (Belardo Farjantoky, 2020; Risye, 2021).

CBT counseling therapy is one of the common therapies and is often implemented to

solve addiction problems. CBT is considered effective in reducing the level of online game addiction among students at elementary, middle school, high school and college levels. The average age of clients ranges from 10-18 years. As for those aged 22 years and over. In its structural implementation, CBT therapy is carried out in 12 sessions, but this will also be adjusted to the client's needs and the seriousness of the problem being faced. Some studies conducted 10 sessions, 6 sessions and 4 sessions. The time allocated for counseling is around 30 – 45 minutes for each session. CBT counseling can also be combined with various other techniques, including self-management, self-control, modeling, cognitive restructuring and others as long as this can make it easier for the counselor to help the counselee. The choice of technique is based on the counselor's conceptualization of the client, the problems being faced, and the goals to be achieved in the counseling process (Putra & Nuryono, 2022).

CBT in this study was carried out in 4 sessions with a time allocation of 30 – 45 minutes for each session. Handling procedures include: 1) Identifying unpleasant, cognitive and negative behavioral events that arise and how to overcome them; 2) Challenge maladaptive thoughts and change maladaptive behavior afterwards; 3) Utilize supporting alternatives; 4) Evaluate the benefits of opposing negative thoughts and changing negative behavior (Aini & Nuryono, 2020).

The steps for implementing counseling are as follows: first, precontemplation, namely a condition where the client does not feel that they are experiencing an online game addiction and does not try to take preventive measures; second, contemplation, namely a condition where the client feels doubtful regarding whether or not efforts should be made to reduce online game addiction; third, preparation, namely the counselee will assess whether the decision to reduce the intensity of playing online games is appropriate; fourth, action, namely the counselee has a strong determination to make changes to reduce the duration of playing games and is able to determine plans for further activities; fifth, change and maintenance, namely clients are expected to focus on behavior and activities that can prevent them from experiencing game addiction; sixth, termination, namely the belief that the client will not return to online game addiction behavior (Aini & Nuryono, 2020).

Based on the description above, one of the efforts that can be made to overcome online game addiction in students is counseling with a cognitive behavior therapy approach. This will also be done to students at Tritech Medan Vocational School as a novelty for this research. Where Tritech Medan Vocational School students are teenagers with an age range of 14-19 years. Apart from that, vocational school students are students who are familiar with the internet or electronic media such as Android because it is relevant to their vocation. Therefore, it is considered novel because it is challenging for researchers to solve students' problems with online game addiction amidst their activities and uniqueness as vocational school students who are familiar with the internet and multimedia.

Method

This research approach is quantitative research with a Quasi Experimental research type (A. D. Hasibuan, 2023). Namely research that allows researchers to carry out treatment on a group of students to provide a certain effect. In this case, providing counseling services using a Cognitive Behavior Therapy approach to students who are addicted to online games, (A. T. Hasibuan et al., 2020, 2022; A. T. Hasibuan & Prastowo, 2019) with the aim that after this service is provided, students will no longer become addicted to online games. The population of this study was 70 students who were addicted to online games based on previous screening. The sample was determined using a purposive sampling technique (Yusuf & Yusuf, 2013). This is a technique used to determine samples by establishing certain criteria. Where the researcher in this case considers apart from the criteria for potential samples, he also considers the conditions, time and abilities of the researcher himself. So the sample was determined as 20 people. Where the sample was then divided into two, 10 people each became the control group, and 10 people became the experimental group. The control group was a sample that only measured the level of online game addiction experienced during the pretest and posttest without providing counseling services. Meanwhile, the control group, in addition to measuring their online game addiction, was also given treatment in the form of counseling using a cognitive behavior therapy approach.

The data collection research instrument used was a questionnaire about online game addiction consisting of seven indicators as stated by Lemnes (Wahyuni, 2018), namely; 1) salience 2) tolerance; 3) mood modification; 4) relapse; 5) withdrawal; 6) conflict; and 7) problems. The questionnaire was prepared in the form of a Likert Scale and given to each control group and experimental group during the pretest and posttest. The research procedure was carried out starting from giving a pretest questionnaire to each group, then providing counseling services using CBT techniques to the experimental group, while none were provided to the control group. The experimental group was given 4 sessions of CBT services, consisting of; 1) identification, 2) changing maladaptive behavior, 3) utilizing supporting alternatives, and 4) evaluation.

Data analysis techniques are carried out by describing data and testing hypotheses (Sugiyono, 2008). Hypothesis testing is intended to see the tendency of differences in scores from each experimental-control, pretest-posttest group. The formula used is ANACOVA. All debts in statistical form in this research were then carried out operationally using the SPSS version 2.1 application.

Result and Discussion

The results of this research are the internet addiction scores experienced by experimental group and control group students during the pretest and posttest. This data can be described as follows:

Table 1. Description of Internet Addiction Disorder Score Data in Students

	Pretest Experiment	Experimental Posttest	Control Pretest	Control Posttest
N	10	10	10	10
Mean	25.70	10.40	26.20	19.10
Median	26.00	10.50	26.00	19.00
Mode	26	9	26	19
Elementary School	.949	1.174	1.317	1.101
Min	24	9	24	17
Max	27	12	28	21
Sum	257	104	262	191

a Multiplemodes exist. The smallest value is shown

The data above shows that the online game addiction score of experimental group students at pretest averaged 25.70, median 26, mode 26, sd 0.949, minimum 24, maximum 27, and total score 257. Meanwhile at posttest The

mean was 10.40, the median was 10.50, the mode was 9, the SD was 1.174, the minimum was 9, the maximum was 12, and the total score was 104. Meanwhile, for the control group, the score during the pretest was a mean of 26.20, median 26, mode 26, SD 1.317., minimum 24, maximum 28, total score 262. At posttest mean 19.10, median 19, mode 19, sd 1.101, minimum 17, maximum 191, total score 191.

Then, to carry out hypothesis testing, it is necessary to determine the following hypothesis testing criteria:
If sig. < 0.05 then the hypothesis is accepted
If sig. > 0.05 then the hypothesis is rejected
Where the hypothesis in this research is; There is a significant difference in students' online game addiction scores on the pretest and scores on the posttest.
To carry out this test, you can see the following table:

Tabel 2: Anova

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1634.100	3	544.700	417.217	.000
Within Groups	47.000	36	1.306		
Total	1681.100	39			

Based on the table above, it can be seen that the sig. 0.000 < 0.05. Thus the hypothesis is accepted. This means that there is a difference in online game addiction scores between students during the pretest and the posttest with an F value of 417,217, and a Men Square of 544,700.

Thus it can be concluded that there is a difference in online game addiction scores between students during the pretest and during the posttest with an F value of 417.217, and a mean square of 544.700 with a significance of 0.000. This means that counseling services using a Cognitive Behavior Therapy approach are effective in reducing online game addiction in students at Tritech Vocational School, Medan.

This is in accordance with research by (Tsani et al., 2023), which shows that the average score for online game addiction before intervention was 57.17 and the average score for online game addiction after intervention was 43.23. The conclusion of this research is that Cognitive Behavior Therapy reduces online game addiction significantly (p value 0.001 with α = 0.05, p value < α). The results of this research show that providing actions based on Cognitive Behavior Therapy is proven to make a

difference and influence on tendencies. online game. So this action has proven effective in reducing the habit of playing online games.

Reducing online game addiction scores in students after counseling using a Cognitive Behavior Therapy approach can reduce various negative impacts that have occurred, for example previously students played games with a lot of intensity and frequency in a day or even ignored other activities which were basic needs. such as bathing, resting and so on. So after providing counseling services with CBT, students have started to reduce the intensity of playing games, and have started to prioritize more important activities. Likewise, with changes in mood when asked to leave the game to do more useful activities, students have started to voluntarily leave the activity without feeling sad or disappointed. Also, students can manage their time well when to play games and when to leave the game in order to use their time for more productive and positive activities.

Conclusion

The research results have proven that the online game addiction scores of students at the pretest and at the posttest have a significant difference. Where the score at the posttest experienced a significant decrease when compared to the score at the pretest. This means that counseling with a cognitive behavior therapy approach is effective in reducing online game addiction in students.

Therefore, it is hoped that teachers, especially guidance and counseling teachers, will continue to pay attention to the condition of students and the activities they carry out, including activities outside the classroom. Apart from paying attention, of course the teacher provides examples and directions to students on how to use their time well in activities that are more useful, positive and productive. For students who are too attached to their gaming activities, guidance and counseling teachers can provide counseling services such as cognitive behavior therapy services, in addition to various other types of techniques and approaches that are deemed relevant to the conditions the students are facing.

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