
Prevention of Online Game Addiction Through Increasing Self-Control

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ABSTRACT

Excessive use of online games can result in negative impacts, such as an increased risk of addiction. Therefore, the purpose of psychoeducational activities is to provide understanding to junior high school students about the importance of improving self-control in using online games. Psychoeducational activities began with observation, interviews, pre-tests, and post-tests, as well as the delivery of material on self-control and online game addiction. In its implementation, it was found that as many as 20 students fell into the category of severe online game addiction, while 14 students fell into the low category. The results of psychoeducational activities showed an increase in students' understanding of self-control and online game addiction after receiving counseling. Psychoeducation helps students understand the risks of online game addiction and the importance of improving self-control in their use. Through this understanding, it is hoped that students can be wiser in managing the time and frequency of playing online games, and prevent addiction. Thus, psychoeducational activities have an important role in helping students develop awareness of the negative impact of excessive use of online games as well as increase their self-control in this regard.

Keywords : Addiction, online games, psychoeducation, self-control.

INTRODUCTION

In the current era of globalization, technology is developing very rapidly. With the development of technology has an impact on every individual in everyday life. Teenagers in today's era easily access various internet media through smartphones and computers. Online games are one example of an internet network that includes entertainment areas. Inside it provides several attractions, such as multiplayer fighting games, can be played simultaneously and can be played on various devices. So that individuals will feel pleasure in playing the game (Griffiths, 2008; Han et al., 2012; King & Delfabbro, 2020). Online games are one type of game that is much loved in the current era, although online games have a positive side that is considered to refresh brain performance when stressed, but this cannot be separated from the negative impact it causes. One of the impacts can affect someone's aggressive attitude, including students.

Since the presence of online games, game developers continue to experience significant expansion that has given rise to various types such as Nintendo, Sega, Playstation which in recent years have become popular, especially among teenagers, none other than online games (Kolivand et al., 2021). With all its facilities, it provides more interesting features than offline games because players can connect members with other members around the world (Andriany et al., 2023; Fitri et al., 2018). The positive impact of online games includes increasing concentration skills, each game has a different level of difficulty or level, improving students' motor skills, hand and eye coordination, people who play games can improve coordination or cooperation between eyes and hands, increase interest in reading through playing games, improve English language skills, increase knowledge about computers, develop students' imagination, and practice collaboration skills (Trisnani & Wardani, 2018).

The phenomenon of online gaming can certainly cause teenagers to become addicted. Overdoing it in online gaming leads to cognitive, emotional, and behavioral disorders, such as loss of control, tolerance, and withdrawal (Shah, 2020). Teenagers who often play online games eventually lose self-control and become addicted to online games, which in turn can cause negative impacts such as forgetting to eat, not sleeping, and losing social relationships with those around them. In addition, teenagers become less interested in activities other than playing online games, they feel uncomfortable because they cannot play online games, they feel anxious when they cannot play online games, and they tend to forget their main task as students which is to study. Of course, this has an impact on decreasing academic achievement or learning in schools (Trisnani & Wardani, 2018).

One of the efforts that can be used to prevent online game addiction or what is often referred to as online game addiction in students is to improve self-control (Sari & Astuti, 2020). In self-control or other words self-control that is, a person will influence the control of his behavior, through some consideration by delaying satisfaction in order to achieve something useful. In addition, self-control has an important role in aspects of behavior, which if not controlled can foster deviant behavior. While someone who has good self-control will be better able to direct better behavior, on the other hand, someone who has weak self-control will result in the inability of self-discipline and is easily influenced by temptation (Zulfah, 2021).

Someone who has high self-control is someone who can regulate his behavior when playing games so as not to play continuously. Students who have high self-control will be able to regulate and direct their behavior in a positive direction and be able to overcome various things that will harm them. While students who have low self-control tend to only pursue momentary pleasure without considering the long-term consequences and are easily distracted and cannot resist doing other activities. Students who have the ability to control themselves will make decisions and take effective action steps to produce something desired and avoid unwanted consequences (Syaefudin, 2020).

Self-control as an individual's ability to regulate behavior that can have a positive impact. So self-control is the ability that individuals have to regulate, control, and direct various impacts in a positive direction rather than a negative impact. Age is an internal factor that can affect the good and bad behavior of each individual. As you get older, the better your ability to control yourself, so that in early adolescence self-control should also be better. In addition, in terms of external factors, a person's self-control ability is determined by his family or parents. When parents educate their children well, then every child has good self-control (Cobb-Clark et al., 2022; Zhi et al., 2020).

Based on the problems that occur in grade 7 students at SMP Negeri 3 Candi, psychoeducation is needed related to increasing self-control in students, so that in the future students can be better able to direct their behavior towards something more meaningful and positive than playing online games for too long. And of course, the advantages and disadvantages of online games and the effectiveness of cyberspace will have their own impact on junior high school students who use online games. The purpose of psychoeducational activities is to provide understanding to junior high school students about increasing student self-control in using online games in an effort to prevent online game addiction.

RESEARCH METHOD

The subjects of the study were students of SMP Negeri 3 Candi aged 12-13 years. The number of subjects who participated in this study was 34 subjects through sampling using

purposive sampling techniques. According to Sugiyono (2010), sampling is based on certain considerations to obtain more precise information (Lenaini, 2021).

This study used a quantitative experimental approach with the one group pretest-post test method to determine children's knowledge about self-control to reduce online game addiction before and after treatment. Collection of research data through observation and interviews with the school (Schoch, 2020; Shareefa, 2021; Zulela et al., 2022). In addition, to determine the level of online game addiction in students using a Likert scale that provides four answers, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). This scale is based on aspects of online game addiction according to Young (2017), namely salience, overuse, job abandonment, anticipation, lack of control and neglect of social life (Gentina & Rowe, 2020; Giordano, 2021).

Based on the results of research data collection, data were obtained from 20 students who showed a severe level of online game addiction and 14 students with a moderate level of online game addiction. This is shown in students who have difficulty managing online time, often stay online longer than desired and hide online gaming behavior from others, view the internet as something that is very necessary so that their performance and productivity in doing schoolwork will have a bad impact. This is due to the longer the time spent playing online games, students are irritable or angry when others ask what they did during playing online games.

Before psychoeducation is carried out, several activities are carried out to understand the condition of students which include observation, interviews, and pre-tests. Psychoeducation will be held on Tuesday, November 28, 2023 at 09.00-11.30 WIB in the teacher meeting room on the 1st floor of SMP Negeri 3 Candi. This psychoeducation was attended by 34 grade VII students who had filled out online game addiction questionnaires and also BK teachers. The method of implementing psychoeducation consists of understanding online game addiction and self-control. The stages of psychoeducation implementation can be seen in Figure 1.

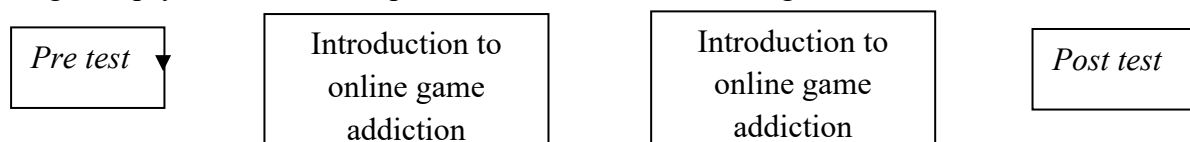


Figure 1. Stages of psychoeducation

The material provided during the activity was to explain online game addiction along with the characteristics of experiencing online game addiction, explain the positive and negative effects of online game addiction, explain self-control, explain increased self-control in using online games.

The statistical analysis technique uses parametric statistical tests, T tests paired with Jeffrey's Amazing Statistics Program (JASP) by comparing the results of pre-test scores and post-test scores to find out whether the provision of psychoeducation self-control to reduce online game addiction has increased in grade 7 students.

RESULTS AND DISCUSSION

The results of descriptive data analysis as shown in table 1 showed that there was an increase in knowledge about online game addiction in participants.

Table 1. Frequency distribution of online game addiction rates

No.	Name	Rather, for the test	Skor Post Test	Total Score	Information
1	MRI	75	85	10	Increased
2	RNA	75	85	10	Increased
3	ODP	65	85	20	Increased
4	THAT	70	90	20	Increased
5	TN	30	55	25	Increased
6	MRR	75	95	20	Increased
7	US	75	65	10	Increased
8	ENB	65	60	5	Increased
9	HS	65	100	35	Increased
10	ATW	80	100	20	Increased
11	NM	55	70	15	Increased
12	MJA	75	100	25	Increased
13	RDH	50	100	50	Increased
14	ALREADY	75	90	15	Increased
15	MNA	50	60	10	Increased
16	RFR	70	95	25	Increased
17	MRP	45	65	20	Increased
18	VRR	75	90	15	Increased
19	ANM	65	80	15	Increased
20	RFW	45	90	45	Increased
21	OKAY	70	90	20	Increased
22	ISR	75	90	15	Increased
23	AW	70	90	20	Increased
24	WJ	80	95	15	Increased
25	ARR	65	85	20	Increased
26	AAR	60	95	30	Increased
27	JSP	50	50	0	Remain
28	NAF	85	85	0	Remain
29	HIGH	80	80	0	Remain
30	ZS	80	90	10	Increased
31	Come on	70	95	25	Increased
32	DSA	80	90	10	Increased
33	OW	80	90	10	Increased
34	SNP	75	90	15	Increased

Table 1. It was seen that there were 29 participants who experienced significant improvement after receiving psychoeducation. However, there were 3 participants who did not experience an increase in score after being given psychoeducation.

The results of the different tests showed a significant difference between before and after psychoeducation on participants' knowledge about online game addiction. As shown in table 2, the average knowledge score after psychoeducation (post test) ($M = 39.118$) was higher than before psychoeducation ($M = 32.206$).

Table 2. Results of Descriptive Analysis Pre Test and Post Test Understanding Online Game Addiction

	N	Mean	SD	HER SELF	Coefficient of variation
Practices	34	32.21	9.939	1.7	0,309
Your pos	34	39.12	8.391	1.44	0,215

Table 2. It can be seen that the data that can be analyzed as many as 34 students, where the average score of understanding online game addiction before being given psychoeducation is 32,206 and after being given psychoeducation increases to 39,118. This shows an increase in understanding of online game addiction in SMP Negeri 3 Candi students after being given psychoeducation.

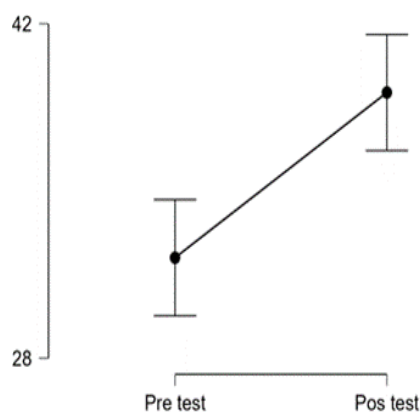


Figure 2. Increased understanding of online game addiction

Figure 2 shows the results before and after psychoeducation, there was an increased understanding of online game addiction and efforts through strategies to increase self-control.

Based on the test results, none of the participants experienced a decrease in comprehension scores and only three students whose comprehension scores were constant (no improvement). Therefore, it can be concluded that psychoeducation to prevent online game addiction through increasing self-control can be said to have succeeded in changing participants' understanding to increase self-control in using online games.

Self-control psychoeducation in preventing online game addiction can help students better understand self-control knowledge in preventing online game addiction. This is in line with

research by Astaty, Rimba, and Citra (2020) which states that self-control with online game addiction has a significant relationship.

Self-control psychoeducation in preventing online game addiction is a form of providing information to students about online game addiction in terms of the characteristics and impacts experienced by someone who is addicted to online games. In addition, increased understanding in efforts to prevent online game addiction through strategies to increase self-control.

The delivery of psychoeducation uses simple language and methods so that it is easily understood by junior high school students. Namely accompanied by video shows related to its meaning and impact, and ended with a joint discussion session. The understanding given to students about online game addiction is reviewed from the characteristics of someone who experiences online game addiction and the impact of online game addiction, as well as efforts to prevent online game addiction through efforts to improve self-control. Through joint discussions, students are expected to be more active and easy to understand what is conveyed.

The results of self-control on online game addiction are supported by research by Renidayati and Suhaimi (2018), Pratanti and Wiryo Nuryono (2021), Ningsih and Hidayati (2022) that through self-control and parental supervision and construction have an impact on every adolescent in reducing online game addiction conditions (Javakhishvili & Vazsonyi, 2021). Research by Rosini et al (2022) shows that in providing education about the negative impact of online games, students' insights and knowledge increase. In addition, based on research by Huda et al (2023), in developing self-control in students, there is discipline in controlling student behavior in overcoming online game addiction.

Based on environmental factors such as never receiving material or learning about the dangers of online game addiction both at home and at school because it is considered something trivial or ordinary. So that the high curiosity of students makes participants enthusiastic about participating in psychoeducation. This is one of the factors in increasing knowledge about online game addiction and increasing self-control in junior high school students after being given psychoeducation.

Therefore, it is important to increase understanding of online game addiction prevention through self-control and discipline to be able to help students form better self-control in avoiding excessive online game play, both from parents and themselves.

CONCLUSION

Referring to the results of psychoeducational activities related to the prevention of online game addiction through increased self-control, it can be concluded that the results of activities carried out in psychoeducation are in accordance with the designed implementation method. By providing psychoeducation, junior high school students can have knowledge and understanding of self-control, online game addiction, and how to control themselves well so that they can use online games appropriately. Psychoeducational activities in providing an understanding of increasing self-control to prevent online game addiction have a positive impact on each student by increasing insight into the importance of self-control in preventing online game addiction. It is expected that students will be able to apply it in everyday life with the techniques that have been given in psychoeducational activities. Based on the results of psychoeducation analysis given to junior high school students, there is an increase in understanding of online game addiction prevention through increased self-control. Based on these results, it is hoped that teachers and parents can broaden their horizons on online game addiction prevention through simple educational delivery and

through learning media such as props, pictures and videos to facilitate students. children to understand the information obtained and supervise children not to play games excessively.

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