

RINGKASAN BUKTI KORESPONDENSI

- Judul artikel : Counselor Strategies to Reduce Online Gaming Addiction through Creative Cognitive Behavior Counseling
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- Jurnal : Pegem Journal of Education and Instruction Vol. 13 No. 2 Tahun 2023
1. Lampiran 1 : Penulis melakukan submission pada artikel dengan judul “Counselor Strategies to Reduce Online Gaming Addiction through Creative Cognitive Behavior Counseling” pada 10 Juni 2022
 2. Lampiran 2 : Pada tanggal 10 Juni 2022, dewan editor memberikan pemberitahuan bahwa penulis berhasil melakukan submission dan memenuhi kriteria minimal untuk diteruskan pada dewan reviewer.
 3. Lampiran 3 : Pada tanggal 1 Juli 2022, penulis mendapatkan review dari dewan reviewer. Rekomendasi reviewer adalah melakukan revisi sebelum dipublikasikan.
 4. Lampiran 4 : Artikel yang telah direvisi sesuai dengan masukan dewan reviewer dan telah mengalami perubahan dari aspek konten artikel, kemudian dikirim ke layanan redaksi pada tanggal 28 Agustus 2022.
 5. Lampiran 5 : Penulis mendapat pemberitahuan dari dewan aditor bahwa artikel telah selesai diproduksi pada tanggal 6 September 2022.
 6. Lampiran 6 : Artikel terbit pada tanggal 24 Februari 2023.

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Counselor Strategies to Reduce Online Gaming Addiction through Creative

3

Cognitive Behavior Counseling

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Abstract

6

The purpose of this study is to alleviate the problem of children who are addicted to Online Games in school through the Creative Cognitive Behavior Counseling. This model is a solution for students, both personal and social. The research method is Research and Development. The research design uses true experiment with random assignment. The model validation test was carried out by 2 experts (lecturers) and 10 people from practitioners (BK teachers). The results obtained related to the test of the effectiveness of the independent t-test showed that the implementation of counseling groups of effective self-management techniques with a significance level of 0.105 and t count of 4.638 and the results of the validity test with KMO of 0.541 for factor analysis.

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Key words: *Creative cognitive, behavior counseling, game online addiction*

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Introduction

The rapid development of the internet today has really changed the human person's life, lifestyle, behavior, way of communication, and the way of socialization with his environment (Adhianto et al., 2019). In these conditions children who are experiencing growth and development both physically, emotionally and intellectually need to get assistance so that the influence of computer and internet utilization does not have a negative impact. Without educative assistance from adults as educators, it is certain that children will quickly mature prematurely. The Internet was developed for positive purposes, but errors in utilization can have negative consequences. The Internet can be used to get information, in an easy, efficient, and convenient way. But with more and more research contributing to the debate about whether playing video games causes positive or negative effects on individuals (Saleem et al., 2012). With respect to negative effects, the researchers' interest focuses on maladaptive behavior among adolescents, from aggressive tendencies to addictive behaviors (Monacis et al., 2020).

Online gaming is a legitimate recreational activity all over the world, however, there are concerns that arise that a large number of players (gamers) are becoming addicted (Chen et al., 2018). Every year the number of online game players in Indonesia continues to grow, even now Indonesia is experiencing a growth of game players up to 33% every year, and in 2012 in Indonesia there are 30 million online game users with an average starting from the age of 12 years and above. The pleasure of accessing and playing online games with a dominant time is what makes individuals addicted (Wijayanti, 2013).

Online Gaming Addiction is a very strong physical and psychologically attached condition to online games, and if the desire to play online games is not fulfilled it will cause feelings of guilt or unpleasant feelings for the individual concerned (Novrialdy & Atyarizal, 2019). In 2013, the American Psychiatric Association (APA) included Internet Gaming Disorder (IGD) in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (Anderson et al., 2017). With the dependence on online games, the individual concerned will get its own pleasure, comfort and preoccupation so that the frequency and duration in playing online games will continue to increase over time, will even make everything uncontrolled, one of which has an impact on antisocial situations (Anderson et al., 2017).

1 One study reported that internet gaming may trigger changes in brain activity and structure
2 in brain regions involved with reward, motivation, memory, and cognitive control (Kuss et
3 al., 2013). Notably, habituation for internet gaming is accompanied by increased dopamine
4 levels in the dorsal striatum, innervating dopamine reward pathways and feeding motivation
5 to want to play even more (Pat F. Bass, 2015).

6 Characteristics of a child who is addicted to online games generally include: angry if limited
7 time to use playing online games, tend to be reluctant to communicate with others, are
8 closed or only want to be friends with certain people only and do not want to do activities
9 other than playing online games (Young, 2018). In addition, there are several core
10 components that can identify children who are addicted to online games are salience,
11 conflict and euphoria. In addition to tolerance, withdrawal, relapse & reinstatement, these
12 components are common components in an online gaming addiction (Stavropoulos et al.,
13 2021). Tolerance develops as a need in someone who is addicted to increase his dependence
14 on the behavior of playing online games to get the same experience compared to the early
15 part of addiction. The withdrawal effect is an unpleasant reaction when stopping the activity
16 of addiction. Relapse and reinstatement are a return to the original state of addiction, even
17 after a period of incarceration of its activities (Kuss & Griffiths, 2012).

18 One thing that needs to be considered to be studied in the future that counseling carried out
19 in schools that are found is still less efficient, especially in placement in terms of time
20 because the scheduled guidance & counseling services from the school are no longer
21 enforced by the local agency because there is only no scheduled class entry for Guidance &
22 Counseling. As a result, learners (konseli) only get time to be counseled during recess hours,
23 sports subjects or on empty subject hours as a result of which learners (konseli) often
24 experience a sense of saturation in following the process of conducting counseling provided.
25 The assumption in this case counseling found is still not done properly or not maximal.

26 During this time counseling techniques provided by counselors lead more to counseling that
27 is still conventional. Though there is a counseling approach with self-management
28 techniques that are derived from cognitive behavioral modification and also cognitive
29 behaviorism therapy which is a clump or technique rooted in the expansion of operant
30 conditioning theory with cognitive social techniques (Woolfolk, 2016). During this time self-

1 management techniques in general can provide and make students engage in basic steps in
2 the behavior change program with self-management in the form of self-monitoring, stimulus
3 control and self-reward. The importance of the self-management process in behavior change
4 contributes to reducing addiction to online games in students. But existing self-management
5 techniques are a behavior change and development strategy that emphasizes the
6 importance of effort and personal responsibility to change and develop one's own behavior.
7 This behavior change in the process is more done by the student (counselee) concerned, not
8 directed or even forced by others (counselors).

9 The need for a new counseling model approach as a solution in handling reducing online
10 game addiction in students can be a breakthrough so that the problem of individuals with
11 online game addiction in school requires an intervention and relief efforts. Counseling
12 services are required in order to make curative efforts related to students' personal and
13 social issues. In order to create optimal counseling services, various efforts are needed on
14 the counselor by emphasizing the creativity of the counselor (Gladding, 2012). One form of
15 effort that can be done by counselors is to utilize the measure of creativity in the client. The
16 form of counselor creativity here is to integrate the creative arts into counseling services
17 (Gladding, 2011). The implementation of this counseling is done through groups, group
18 counseling is one type of Guidance & counseling service that is carried out to alleviate
19 problems together, both personal and social (Gladding, 2012). So, the integration of creative
20 arts in this cognitive behavior counseling approach is named "Creative Cognitive Behavior
21 Counseling" or abbreviated as CCBC.

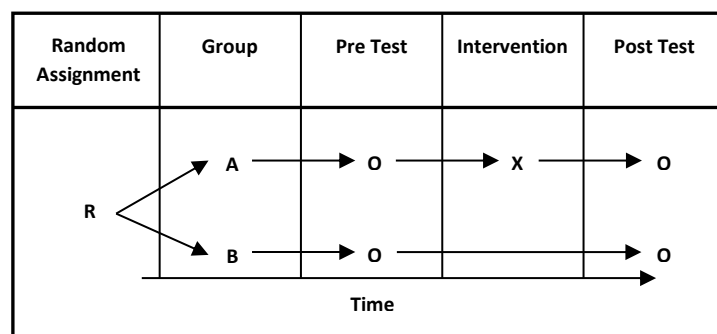
22 This integration is intended to obtain behavioral changes in the consensual self (Degges-
23 White & Davis, 2017). Creative Cognitive Behavior Counseling (CCBC) was chosen as a
24 recommended counseling model for school counselors to help students solve their
25 problems. This counseling model requires the counselor to be able to maximize his creativity
26 in carrying out counseling services on many occasions. CCBC leverages the roots of Cognitive
27 Behavior Therapy (CBT) theory integrated with the principle of creative counseling. Dattilio
28 views CBT as combining two principles of approach, namely cognitive and behavioral
29 principles (Corey, 2012). Relevant research that states that CBT becomes one of the
30 counseling approaches that can help the cons and provide effectiveness in alleviating major

1 problems such as depression (Foroushani et al., 2011). Peer counselling combined with CBT
 2 approaches can also reduce online gaming addiction (Prasetiawan, 2016). In addition,
 3 cognitive defusion techniques as the new face of CBT, namely in Acceptance and
 4 Commitment Therapy (ACT) can help the client in increasing his confidence (Saputra &
 5 Prasetiawan, 2018).

6 Method

7 Research Design

8 This study uses research and development methods. Research and development methods
 9 are methods used to produce a particular product, and test the effectiveness of that product
 10 (Sugiyono, 2013). The trial design in this product uses a pure experiment (true
 11 experimental design) based (Purwanto, 2020) with random group selection or pretes-
 12 postes design using a control group with randomized pre and post test control group
 13 design). The design can be explained, namely, there is an experimental group (group A) that
 14 is given a psychological scale (pretest) and intervened with the creative cognitive behavior
 15 counseling (intervention X) service after which it is finally given a psychological scale
 16 (posttest) to find out the size of online game addiction. Conversely, there is a control group
 17 (group B) remains the same given pretest and posttest without being given creative
 18 cognitive behavior counseling services.



24 Figure.1 True Experiment Randomized Pre and Post Test with Control Group Design

25

1 **Participants**

2 In expert validation, Creative Cognitive Behavior Counseling is validated by two experts /
3 counseling experts and one person from educational technology experts and one person
4 from psychological science experts. 10 teachers of Guidance and Counseling become
5 validation of practitioners, the results are in the form of opinions, criticisms and suggestions
6 that will be analyzed in a description and used as a reference in making revisions to
7 hypothetical models.

8 **Data Collection Tools**

9 The data gathering instruments used are observations, interviews and psychological scales of
10 online game addiction based (Sutoyo, 2012). In this study, the validity used is the validity of
11 the contract using factor analysis as well as expert validity and alpha rehabilitation with the
12 split half method. Qualitative analysis is sharpened with input from the results of validation
13 of experts and practitioners. Quantitative analysis uses independent t-test statistics.

14 **Data Collection**

15 Data collection in this study was initiated by identifying the research problem, namely online
16 game addiction. Furthermore, the data on the level of online game addiction becomes the
17 basis for product formulation. The product drafts that are compiled are then assessed by
18 experts, both guidance and counseling experts, guidance and counseling media experts, and
19 product users. Products that have been assessed will be tested to determine their
20 effectiveness.

21 **Data Analysis**

22 This independent t-test is used to compare pretes and postes in Creative Cognitive Behavior
23 Counseling (Mulyatiningsih, 2012). The data analysis technique describes the differences in
24 the level of online game addiction in the control and experimental groups after receiving
25 treatment. Thus, the results of the effectiveness of Creative Cognitive Behavior Counseling in
26 reducing online game addiction will be obtained.

27 **Findings**

28 Quantitative assessment of the results of the student process in reducing his addiction can
29 be seen from the comparison of pretest and posttest values obtained in each member of the

1 group. Here is a breakdown of the score of the members of the experimental group with all
2 indicators.

3 Table 1. Total Pretest and Posttest Score Of Online Game Addiction Experiment Group

No	Group Member	Frequency %	Pretest	Category	Posttest	Category	Interval Change
1	ADS	F	145	High	103	Medium	42
		%	86,30		61,30		25
2	DGS	F	98	Medium	80	Low	18
		%	58,33		47,61		10,71
3	HCG	F	167	High	97	Medium	70
		%	99,40		57,73		41,66
4	JRS	F	80	Low	77	Low	3
		%	47,61		45,83		1,78
5	YNC	F	60	Very	55	Very	5
		%	35,71		32,73		2,97
6	ARS	F	100	Medium	77	Low	23
		%	59,52		45,83		13,69
7	MFA	F	151	High	101	Medium	50
		%	89,88		60,11		29,76
8	DIS	F	78	Low	78	Low	0
		%	46,42		46,42		0
9	MHT	F	110	Medium	75	Low	35
		%	65,47		44,64		20,83
10	TPM	F	68	Very	62	Very	6
		%	40,47		36,90		3,57

4 From each of the above indicators related to reducing online game addiction can be
5 explained as follows: First, the Salience Indicator is indicated by a decrease of 8.2 (1,959%).
6 The data showed that the self-management technique group counseling services provided
7 by group leaders to group members were effective at reducing students' addiction. Second,

1 the Conflict indicator found that the posttest results were lower than the pretest results. The
2 data showed that after students were given the Creative Cognitive Behavior Counseling
3 model intervention, students experienced a decrease in online game addiction from the
4 conflict aspect by 7.3 (1,731%). Third, the Euphoria Indicator shown by the effectiveness of
5 the Creative Cognitive Behavior Counseling model to reduce online game addiction with a
6 lower posttest result than the pretest result of 4.6 (1,021%). Fourth, the Tolerance Indicator,
7 obtained data that after being given the intervention model Creative Cognitive Behavior
8 Counseling students managed to reduce their online game addiction levels by 2.3 (0.42%).
9 Fifth, the Withdrawal Indicator is evidenced by the acquisition of data after being given the
10 intervention model Creative Cognitive Behavior Counseling students experience a decrease
11 in online game addiction which is 1.8 (0.425%), and the last indicator that is relapse &
12 reinstatement indicator can be shown with a lower posttest result than the pretest results.
13 Students who intervened through the Creative Cognitive Behavior Counseling model
14 experienced a decrease in Game addiction of 1.6 (0.38%).

15

16

Discussion

17 Children and games in general have become a child's world. The existence of children,
18 always gives rise to a game. Play is a child's inseparable activity. If you find and see a child
19 who does not like to play, this indicates that the child is sick or sleepy. Although play is a
20 child's world, it does not mean that children will always be free and the time is just to play
21 around. (Smart, 2010) since the beginning of the emergence of video games continues to
22 grow and various types, including Nitendo, Sega and Online Games and which is becoming a
23 trend in recent years, especially among teenagers, namely Online Games.

24 Research conducted (Kuss et al., 2013) an expert in video game addiction in America, from
25 Nowingham Trent University. Mark Griffiths found that in children in their early teens almost
26 a third play online games every day, which is more worrying about 7% of them play at least
27 30 hours per week. A study conducted in America found that most of the activities
28 performed by female students while using the internet were doing schoolwork (75%),
29 instant messaging (68%), and music (65%). As for male students, at the time of using the

1 internet most of the activities carried out are playing games (85%), doing schoolwork (68%),
 2 music (66%), and instant messaging (63%).

3 The level of online game addiction in students of class VIII of State Junior High School 15
 4 Yogyakarta from the results of preliminary studies as many as 350 students and obtained
 5 from the overall number given instruments is 350 students, there are 55 students with very
 6 low categories (15.71%), 75 students (21.42%) in the low category, 90 students (25.71%)
 7 with moderate categories and 130 students (37.14%) with high categories, In other words
 8 half the number of eighth graders have high online gaming addiction criteria. Of the total
 9 students of class VIII, 10 students were used as an experimental group and 10 students were
 10 used as a control group with each category of online gaming addiction at a very low criteria
 11 of 2 people, low 2 people, while 3 people and high 3 people.

12 Counseling service interventions applied in this study are utilizing the roots of art therapy
 13 which is a form of psychotherapy that uses art. In this case media as the main mode of
 14 expression and communication. As for this context, art is not used as a diagnostic.
 15 Therapeutic tools as a medium to overcome emotional problems that may be confusing and
 16 distressing. Although influenced by psychoanalysis, art therapists have been inspired by
 17 theories such as attachment-based psychotherapy and have developed a variety of client-
 18 centered approaches such as psychoeducation, mindfulness and treatment-based
 19 mentalization, compassion-focused analysis and cognitive therapy, and socially engaged
 20 practices.

21 Expressive Arts Counseling is an approach that in the process integrates the expressive
 22 aspects of various artistic forms, all mediated by the Body. Music, dance, drama, painting,
 23 drawing, modeling, prose and poetry can be integrated into educational or therapeutic
 24 practices of various realms, enabling intra- and interpersonal facilitation of relationships, and
 25 creative and symbolic expressions of deep emotion that should not be manifested (Santos
 26 & Lima-Rodrigues, 2016). The dynamics created between psychological, expressive and
 27 artistic processes are the basis of insight into new options with changes explored. The
 28 implementation of creative arts counseling is implemented and developed with the Creative
 29 Cognitive Behavior Counseling model.

1 The use of expressive art modalities in the Creative Cognitive Behavior Counseling model
2 helps the researcher to explore the deepest feelings that cannot be expressed through
3 words, i.e. by using symbols to represent the inner feelings and conflicts experienced by the
4 client. In essence, expressive art in the Creative Cognitive Behavior Counseling model is not
5 trying to replace the existing counseling theory, but rather on expanding and enriching the
6 treasures of counseling theories that already exist and are familiar in the eyes of counselors
7 so far, by presenting innovations by integrating the implementation of counseling in
8 expressive art interventions, in order to later develop more effective therapies.

9 The Creative Cognitive Behavior Counseling model incorporates the power of art into the
10 counseling process thus enriching the given therapeutic process. This process is an important
11 process both from a practical and technical point of view, great attention to theoretical
12 aspects ensures that the use of art modalities in counseling, not just as a tool that has no
13 theoretical foundation (Abdillah, 2015). The increasing recognition of the value of art in
14 counseling practices is also reflected by the increasing use of creative techniques in
15 counselor education, a trend that is well documented (Barrio Minton et al., 2014). The main
16 reason for integrating the arts in counselor education is to encourage the rate of student
17 growth. Another reason to use art in counselor education classes is the need for students to
18 gain personal experience with the use of these interventions (Sacco & Amende, 2020;
19 Shepard & Brew, 2013).

20 The relational benefit of using expressive art interventions in the Creative Cognitive Behavior
21 Counseling model is that it provides an improvement in self-awareness and group cohesion
22 in terms of reducing online gaming addiction, as well as profound things facilitated through
23 the use of these modalities so that they can be seen as a function of alignment. Therefore
24 expressive art in the Creative Cognitive Behavior Counseling model can be considered a
25 vehicle to facilitate online gaming addiction, as suggested by (Kossak, 2015)

26 So, the Creative Cognitive Behavior Counseling Model can effectively reduce students' online
27 gaming addiction on all indicators which include: salience, conflict, euphoria, tolerance,
28 withdrawal and relapse & reinstatement. This conclusion is based on a comparison of pretest
29 and posttest scores that show a decrease in online game addiction after being given the
30 Creative Cognitive Behavior Counseling model. In addition, the results of independent

1 statistics T Test samples showed a lower posttest value than the pretetst value, therefore it
2 can be concluded that the Creative Cognitive Behavior Counseling model is effective for
3 reducing students' online gaming addiction.

4 **Conclusion**

5 Based on the results of data analysis, starting from the preliminary stage of research to the
6 model trial can be formulated several conclusions, namely as follows: First, group counseling
7 services in SMP Negeri 15 Yogyakarta, SMP Negeri 1 Yogyakarta and in SMP Negeri 4
8 Yogyakarta have not been implemented properly. Although the activities carried out are in
9 accordance with the existing stages but have not been effective and optimal. There are still
10 some activities that are not done by group leaders, plus guidance teachers or counselors
11 have never used certain techniques to carry out group counseling, so the effectiveness of
12 group counseling services has not been achieved optimally. Second, the level of online game
13 addiction in students of class VIII of State Junior High School 15 Yogyakarta from the results
14 of preliminary studies as many as 350 students and obtained from the overall number given
15 instruments is 350 students, there are 55 students with very low categories (15.71%), 75
16 students (21.42%) in the low category, 90 students (25.71%) with moderate categories and
17 130 students (37.14%) with high categories, In other words half the number of eighth
18 graders has high criteria for addiction. Of the total students of class VIII, 10 students were
19 used as an experimental group and 10 students were used as a control group with each
20 category of addiction to online games at very low criteria of 2 people, low 2 people, medium
21 3 people and high 3 people. Third, the Creative Cognitive Behavior Counseling model can
22 effectively reduce students' addiction to all indicators which include: salience, conflict,
23 euphoria, tolerance, withdrawal and relapse & reinstatement. This conclusion is based on a
24 comparison of pretest and posttest scores that show a decrease in online game addiction
25 after being given the Creative Cognitive Behavior Counseling model. In addition, the results
26 of independent statistics T Test samples showed a lower posttest value than the pretetst
27 value, therefore it can be concluded that in the Creative Cognitive Behavior Counseling
28 model is effective for reducing addiction to students.

29 **Suggestion**

1 The school is expected to provide opportunities, support, or facilities to guidance and
2 counseling teachers to be able to perform in the Creative Cognitive Behavior Counseling
3 model to reduce students' online gaming addiction. Tutoring and counseling teachers do not
4 rule out the problem of addiction to online games students, individual counseling services
5 and group counseling with a creative arts approach can be programmed periodically
6 especially against students whose online gaming addiction scale falls into the high category.

7 **Limitation**

8 This study has limitations on data analysis techniques. This study has not been able to
9 answer how Creative Cognitive Behavior Counseling reduces every aspect of online game
10 addiction. In addition, this study also did not pay attention to the gender aspect.

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15 *Addictions*, 7, 8–8.
- 16

Lampiran 2

Reminder



Participants

Wahyu Nanda Eka Saputra (wahyu_saputra)

Pegem Eğitim ve Öğretim Dergisi (pegegogeditor)

Messages	
Note	From
<p>Dear Author,</p> <p>Research Trentz, which is now the owner company of PEGEGOG, requires language and content editing of all the submissions before publishing the accepted articles. This service, which costs \$550, is definitely essential to complete the process of publication. This does not mean that PEGEGOG is a paid journal, which accepts all submissions for \$550. It is just opposite. Most submissions are rejected in the pre-editorial stage if they do not meet the academic quality criteria of Research Trentz.</p> <p>Please, let us know if you may wish to continue your submission process.</p> <p>Your prompt response is highly appreciated.</p> <p>Best regards.</p>	<p>pegegogeditor 2022-06-10 10:50 PM</p>
<p>▶ Dear editorial team OK I agree.</p>	<p>wahyu_saputra 2022-06-11 04:20 AM</p>

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Notifications**[PEGEGOG] Editor Decision**

2022-07-01 06:10 AM

Dear Hardi Prasetiawan, Muya Barida, Irvan Budhi Handaka, Dian Ari Widyastuti, Agungbudiprabowo, Amien Wahyudi, Siti Muyana, Wahyu Nanda Eka Saputra (Author):

We have reached a decision regarding your submission to Pegem Journal of Education and Instruction, "Counselor Strategies to Reduce Online Gaming Addiction through Creative Cognitive Behavior Counseling".

Our decision is: **Revisions Required**

Reviewer A:

Recommendation: Resubmit for Review

1) Does the title reflect the content of the study?

Not entirely, needs major revision.

Please, write your suggestions about the **Title**, if any, into the following field.

Counselor Strategies to Reduce Online Gaming Addiction through Creative Cognitive Behavior Gruoup Counseling

2) Does the abstract summarize the essential information in the study?

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Please, write your suggestions about the **Abstract**, if any, into the following field.

Poor abstract quality, Use standard English. Before submission, please do proofreading first for overall, Explain specifically how this approach is used? (RnD); What is BK teacher?; How its implication for education/counseling?

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Using a standard citation model, check this journal's guidelines; Problem statement is not clear

4) Are research questions and/or hypotheses in line with the focus of the study?

No, non-acceptable.

Please, write your suggestions about the **Research Questions** or **Hypotheses** , if any, into the following field.

write your research questions or hypothesis?

5) Are the method and technique(s) employed appropriate for the study?

Not entirely, needs major revision.

Please, write your suggestions about the **Method** or **Technique**, if any, into the following field.

How R.D design implementation in this research?; Participant selection and characteristics is poor description; convey what is measured through this instrument;

6) Is the sample or the participants pertinent to the study?

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using global references

14) Are the paper's quality, structure and grammar excellent and perfectly crafted?

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Check comment in review

Reviewer B:

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A vertical sidebar on the right side of the page. It contains a blue 'n' icon at the top, followed by the text 'ed' and a closing bracket '}'. Below these is a vertical scroll bar with a grey track and a white slider. At the very bottom of the sidebar is a small downward-pointing triangle.

1
2 **Counselor Strategies to Reduce Online Gaming Addiction through Creative**
3 **Cognitive Behavior Counseling**

4
5 **Abstract**

6 The purpose of this study is to alleviate the problem of children who are addicted to Online
7 Games in school through the Creative Cognitive Behavior Counseling. This model is a solution
8 for students, both personal and social. The research method is **Research and Development**. The
9 research design uses true experiment with random assignment. The model validation test was
10 carried out by 2 experts (lecturers) and 10 people from practitioners (**BK teachers**). The results
11 obtained related to the test of the effectiveness of the independent t-test showed that the
12 implementation of counseling groups of effective self-management techniques with a
13 significance level of 0.105 and t count of 4.638 and the results of the validity test with KMO of
14 0.541 for factor **analysis**.

15
16 **Key words:** *Creative cognitive, behavior counseling, game online addiction*
17
18

Commented [MOU1]: Group Counseling (An Anlysis from....Perspective)

Commented [MOU2]: Use standard English. Before submission, please do proofreading first

Commented [MOU3]: Explain specifically how this approach is used?

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Commented [MOU5]: How its implication for education/counseling?

Introduction

1
2 The rapid development of the internet today has really changed the human person's life,
3 lifestyle, behavior, way of communication, and the way of socialization with his environment
4 (Adhioso et al., 2019). In these conditions children who are experiencing growth and
5 development both physically, emotionally and intellectually need to get assistance so that the
6 influence of computer and internet utilization does not have a negative impact. Without
7 educative assistance from adults as educators, it is certain that children will quickly mature
8 prematurely. The Internet was developed for positive purposes, but errors in utilization can have
9 negative consequences. The Internet can be used to get information, in an easy, efficient, and
10 convenient way. But with more and more research contributing to the debate about whether
11 playing video games causes positive or negative effects on individuals (Saleem et al., 2012).
12 With respect to negative effects, the researchers' interest focuses on maladaptive behavior
13 among adolescents, from aggressive tendencies to addictive behaviors (Monacis et al., 2020).
14 Online gaming is a legitimate recreational activity all over the world, however, there are
15 concerns that arise that a large number of players (gamers) are becoming addicted (Chen et al.,
16 2018). Every year the number of online game players in Indonesia continues to grow, even now
17 Indonesia is experiencing a growth of game players up to 33% every year, and in 2012 in
18 Indonesia there are 30 million online game users with an average starting from the age of 12
19 years and above. The pleasure of accessing and playing online games with a dominant time is
20 what makes individuals addicted (Wijayanti, 2013).
21 Online Gaming Addiction is a very strong physical and psychologically attached condition to
22 online games, and if the desire to play online games is not fulfilled it will cause feelings of guilt
23 or unpleasant feelings for the individual concerned (Novrialdy & Atyarizal, 2019). In 2013, the
24 American Psychiatric Association (APA) included Internet Gaming Disorder (IGD) in the fifth
25 edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (Anderson et al.,
26 2017). With the dependence on online games, the individual concerned will get its own
27 pleasure, comfort and preoccupation so that the frequency and duration in playing online games
28 will continue to increase over time, will even make everything uncontrolled, one of which has
29 an impact on antisocial situations (Anderson et al., 2017). One study reported that internet
30 gaming may trigger changes in brain activity and structure in brain regions involved with
31 reward, motivation, memory, and cognitive control (Kuss et al., 2013). Notably, habituation for
32 internet gaming is accompanied by increased dopamine levels in the dorsal striatum,

Commented [MOU6]: Using a standard citation model, check this journal's guidelines;

1 innervating dopamine reward pathways and feeding motivation to want to play even more (Pat
2 F. Bass, 2015).

3 Characteristics of a child who is addicted to online games generally include: angry if limited
4 time to use playing online games, tend to be reluctant to communicate with others, are closed
5 or only want to be friends with certain people only and do not want to do activities other than
6 playing online games (Young, 2018). In addition, there are several core components that can
7 identify children who are addicted to online games are salience, conflict and euphoria. In
8 addition to tolerance, withdrawal, relapse & reinstatement, these components are common
9 components in an online gaming addiction (Stavropoulos et al., 2021). Tolerance develops as a
10 need in someone who is addicted to increase his dependence on the behavior of playing online
11 games to get the same experience compared to the early part of addiction. The withdrawal effect
12 is an unpleasant reaction when stopping the activity of addiction. Relapse and reinstatement are
13 a return to the original state of addiction, even after a period of incarceration of its activities
14 (Kuss & Griffiths, 2012).

15 One thing that needs to be considered to be studied in the future that counseling carried out in
16 schools that are found is still less efficient, especially in placement in terms of time because the
17 scheduled guidance & counseling services from the school are no longer enforced by the local
18 agency because there is only no scheduled class entry for Guidance & Counseling. As a result,
19 learners (konseli) only get time to be counseled during recess hours, sports subjects or on empty
20 subject hours as a result of which learners (konseli) often experience a sense of saturation in
21 following the process of conducting counseling provided. The assumption in this case
22 counseling found is still not done properly or not maximal.

23 During this time counseling techniques provided by counselors lead more to counseling that is
24 still conventional. Though there is a counseling approach with self-management techniques that
25 are derived from cognitive behavioral modification and also cognitive behaviorism therapy
26 which is a clump or technique rooted in the expansion of operant conditioning theory with
27 cognitive social techniques (Woolfolk, 2016). During this time self-management techniques in
28 general can provide and make students engage in basic steps in the behavior change program
29 with self-management in the form of self-monitoring, stimulus control and self-reward. The
30 importance of the self-management process in behavior change contributes to reducing
31 addiction to online games in students. But existing self-management techniques are a behavior
32 change and development strategy that emphasizes the importance of effort and personal

Commented [MOU7]: What is this?

1 responsibility to change and develop one's own behavior. This behavior change in the process
2 is more done by the student (counselee) concerned, not directed or even forced by others
3 (counselors).

4 The need for a new counseling model approach as a solution in handling reducing online game
5 addiction in students can be a breakthrough so that the problem of individuals with online game
6 addiction in school requires an intervention and relief efforts. Counseling services are required
7 in order to make curative efforts related to students' personal and social issues. In order to create
8 optimal counseling services, various efforts are needed on the counselor by emphasizing the
9 creativity of the counselor (Gladding, 2012). One form of effort that can be done by counselors
10 is to utilize the measure of creativity in the client. The form of counselor creativity here is to
11 integrate the creative arts into counseling services (Gladding, 2011). The implementation of
12 this counseling is done through groups, group counseling is one type of Guidance & counseling
13 service that is carried out to alleviate problems together, both personal and social (Gladding,
14 2012). So, the integration of creative arts in this cognitive behavior counseling approach is
15 named "Creative Cognitive Behavior Counseling" or abbreviated as CCBC.

16 This integration is intended to obtain behavioral changes in the consensual self (Degges-White
17 & Davis, 2017). Creative Cognitive Behavior Counseling (CCBC) was chosen as a
18 recommended counseling model for school counselors to help students solve their problems.
19 This counseling model requires the counselor to be able to maximize his creativity in carrying
20 out counseling services on many occasions. CCBC leverages the roots of Cognitive Behavior
21 Therapy (CBT) theory integrated with the principle of creative counseling. Dattilio views CBT
22 as combining two principles of approach, namely cognitive and behavioral principles (Corey,
23 2012). Relevant research that states that CBT becomes one of the counseling approaches that
24 can help the cons and provide effectiveness in alleviating major problems such as depression
25 (Foroushani et al., 2011). Peer counselling combined with CBT approaches can also reduce
26 online gaming addiction (Presetiawan, 2016). In addition, cognitive defusion techniques as the
27 new face of CBT, namely in Acceptance and Commitment Therapy (ACT) can help the client
28 in increasing his confidence (Saputra & Prasetiawan, 2018).

29 Method

30 Research Design

31 This study uses research and development methods. Research and development methods are
32 methods used to produce a particular product, and test the effectiveness of that product
33 (Sugiyono, 2013). The trial design in this product uses a pure experiment (true

Commented [MOU8]: Problem statement is not clear

Commented [MOU9]: How R.D design implementation in this research?

1 experimental design) based (Purwanto, 2020) with random group selection or pretes-
 2 postes design using a control group with randomized pre and post test control group design).
 3 The design can be explained, namely, there is an experimental group (group A) that is given a
 4 psychological scale (pretest) and intervened with the creative cognitive behavior counseling
 5 (intervention X) service after which it is finally given a psychological scale (posttest) to find
 6 out the size of online game addiction. Conversely, there is a control group (group B) remains
 7 the same given pretest and posttest without being given creative cognitive behavior counseling
 8 services.

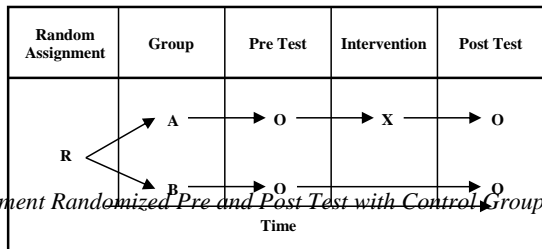


Figure.1 True Experiment Randomized Pre and Post Test with Control Group Design

1 **Participants**

2 In expert validation, Creative Cognitive Behavior Counseling is validated by two experts /
3 counseling experts and one person from educational technology experts and one person from
4 psychological science experts. 10 teachers of Guidance and Counseling become validation of
5 practitioners, the results are in the form of opinions, criticisms and suggestions that will be
6 analyzed in a description and used as a reference in making revisions to hypothetical models.

7 **Data Collection Tools**

8 The data gathering instruments used are observations, interviews and psychological scales of
9 online game addiction based (Sutoyo, 2012). In this study, the validity used is the validity of
10 the contract using factor analysis as well as expert validity and alpha rehabilitation with the
11 split half method. Qualitative analysis is sharpened with input from the results of validation of
12 experts and practitioners. Kuantitative analysis uses independent t-test statistics.

13 **Data Collection**

14 Data collection in this study was initiated by identifying the research problem, namely online
15 game addiction. Furthermore, the data on the level of online game addiction becomes the basis
16 for product formulation. The product drafts that are compiled are then assessed by experts, both
17 guidance and counseling experts, guidance and counseling media experts, and product users.
18 Products that have been assessed will be tested to determine their effectiveness.

19 **Data Analysis**

20 This independent t-test is used to compare pretes and postes in Creative Cognitive Behavior
21 Counseling (Mulyatiningsih, 2012). The data analysis technique describes the differences in the
22 level of online game addiction in the control and experimental groups after receiving treatment.
23 Thus, the results of the effectiveness of Creative Cognitive Behavior Counseling in reducing
24 online game addiction will be obtained.

25 **Findings**

26 Quantitative assessment of the results of the student process in reducing his addiction can be
27 seen from the comparison of pretest and posttest values obtained in each member of the group.
28 Here is a breakdown of the score of the members of the experimental group with all indicators.

29 **Table 1. Total Pretest and Posttest Score Of Online Game Addiction Experiment Group**

No	Group Member	Frequency %	Pretest	Category	Posttest	Category	Interval Change
1	ADS	F	145	High	103	Medium	42
		%	86,30		61,30		25
2	DGS	F	98	Medium	80	Low	18
		%	58,33		47,61		10,71
3	HCG	F	167	High	97	Medium	70

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		%	99,40		57,73		41,66
4	JRS	F	80	Low	77	Low	3
		%	47,61		45,83		1,78
5	YNC	F	60	Very	55	Very	5
		%	35,71		32,73		2,97
6	ARS	F	100	Medium	77	Low	23
		%	59,52		45,83		13,69
7	MFA	F	151	High	101	Medium	50
		%	89,88		60,11		29,76
8	DIS	F	78	Low	78	Low	0
		%	46,42		46,42		0
9	MHT	F	110	Medium	75	Low	35
		%	65,47		44,64		20,83
10	TPM	F	68	Very	62	Very	6
		%	40,47		36,90		3,57

1 From each of the above indicators related to reducing online game addiction can be explained
 2 as follows: First, the Salience Indicator is indicated by a decrease of 8.2 (1,959%). The data
 3 showed that the self-management technique group counseling services provided by group
 4 leaders to group members were effective at reducing students' addiction. Second, the Conflict
 5 indicator found that the posttest results were lower than the pretest results. The data showed
 6 that after students were given the Creative Cognitive Behavior Counseling model intervention,
 7 students experienced a decrease in online game addiction from the conflict aspect by 7.3
 8 (1,731%). Third, the Euphoria Indicator shown by the effectiveness of the Creative Cognitive
 9 Behavior Counseling model to reduce online game addiction with a lower posttest result than
 10 the pretest result of 4.6 (1,021%). Fourth, the Tolerance Indicator, obtained data that after being
 11 given the intervention model Creative Cognitive Behavior Counseling students managed to
 12 reduce their online game addiction levels by 2.3 (0,42%). Fifth, the Withdrawal Indicator is
 13 evidenced by the acquisition of data after being given the intervention model Creative Cognitive
 14 Behavior Counseling students experience a decrease in online game addiction which is 1.8
 15 (0,425%), and the last indicator that is relapse & reinstatement indicator can be shown with a
 16 lower posttest result than the pretest results. Students who intervened through the Creative
 17 Cognitive Behavior Counseling model experienced a decrease in Game addiction of 1.6
 18 (0,38%).

Discussion

21 Children and games in general have become a child's world. The existence of children, always
 22 gives rise to a game. Play is a child's inseparable activity. If you find and see a child who does
 23 not like to play, this indicates that the child is sick or sleepy. Although play is a child's world,
 24 it does not mean that children will always be free and the time is just to play around. (Smart,
 25 2010) since the beginning of the emergence of video games continues to grow and various

Commented [MOU13]: the discussion delivered is of poor quality. It is not clear what the novelty of this research is and its contribution to science, particularly guidance and counseling services

1 types, including Nitendo, Sega and Online Games and which is becoming a trend in recent
2 years, especially among teenagers, namely Online Games.

3 Research conducted (Kuss et al., 2013) an expert in video game addiction in America, from
4 Nowingham Trent University. Mark Griffiths found that in children in their early teens almost
5 a third play online games every day, which is more worrying about 7% of them play at least 30
6 hours per week. A study conducted in America found that most of the activities performed by
7 female students while using the internet were doing schoolwork (75%), instant messaging
8 (68%), and music (65%). As for male students, at the time of using the internet most of the
9 activities carried out are playing games (85%), doing schoolwork (68%), music (66%), and
10 instant messaging (63%).

11 The level of online game addiction in students of class VIII of State Junior High School 15
12 Yogyakarta from the results of preliminary studies as many as 350 students and obtained from
13 the overall number given instruments is 350 students, there are 55 students with very low
14 categories (15.71%), 75 students (21.42%) in the low category, 90 students (25.71%) with
15 moderate categories and 130 students (37.14%) with high categories, In other words half the
16 number of eighth graders have high online gaming addiction criteria. Of the total students of
17 class VIII, 10 students were used as an experimental group and 10 students were used as a
18 control group with each category of online gaming addiction at a very low criteria of 2 people,
19 low 2 people, while 3 people and high 3 people.

20 Counseling service interventions applied in this study are utilizing the roots of art therapy which
21 is a form of psychotherapy that uses art. In this case media as the main mode of expression and
22 communication. As for this context, art is not used as a diagnostic. Therapeutic tools as a
23 medium to overcome emotional problems that may be confusing and distressing. Although
24 influenced by psychoanalysis, art therapists have been inspired by theories such as attachment-
25 based psychotherapy and have developed a variety of client-centered approaches such as
26 psychoeducation, mindfulness and treatment-based mentalization, compassion-focused
27 analysis and cognitive therapy, and socially engaged practices.

28 Expressive Arts Counseling is an approach that in the process integrates the expressive aspects
29 of various artistic forms, all mediated by the Body. Music, dance, drama, painting, drawing,
30 modeling, prose and poetry can be integrated into educational or therapeutic practices of various
31 realms, enabling intra- and interpersonal facilitation of relationships, and creative and symbolic
32 expressions of deep emotion that should not be manifested (Santos & Lima-Rodrigues, 2016).

1 The dynamics created between psychological, expressive and artistic processes are the basis of
2 insight into new options with changes explored. The implementation of creative arts counseling
3 is implemented and developed with the Creative Cognitive Behavior Counseling model.

4 The use of expressive art modalities in the Creative Cognitive Behavior Counseling model helps
5 the researcher to explore the deepest feelings that cannot be expressed through words, i.e. by
6 using symbols to represent the inner feelings and conflicts experienced by the client. In essence,
7 expressive art in the Creative Cognitive Behavior Counseling model is not trying to replace the
8 existing counseling theory, but rather on expanding and enriching the treasures of counseling
9 theories that already exist and are familiar in the eyes of counselors so far, by presenting
10 innovations by integrating the implementation of counseling in expressive art interventions, in
11 order to later develop more effective therapies.

12 The Creative Cognitive Behavior Counseling model incorporates the power of art into the
13 counseling process thus enriching the given therapeutic process. This process is an important
14 process both from a practical and technical point of view, great attention to theoretical aspects
15 ensures that the use of art modalities in counseling, not just as a tool that has no theoretical
16 foundation (Abdillah, 2015). The increasing recognition of the value of art in counseling
17 practices is also reflected by the increasing use of creative techniques in counselor education, a
18 trend that is well documented (Barrio Minton et al., 2014). The main reason for integrating the
19 arts in counselor education is to encourage the rate of student growth. Another reason to use art
20 in counselor education classes is the need for students to gain personal experience with the use
21 of these interventions (Sacco & Amende, 2020; Shepard & Brew, 2013).

22 The relational benefit of using expressive art interventions in the Creative Cognitive Behavior
23 Counseling model is that it provides an improvement in self-awareness and group cohesion in
24 terms of reducing online gaming addiction, as well as profound things facilitated through the
25 use of these modalities so that they can be seen as a function of alignment. Therefore expressive
26 art in the Creative Cognitive Behavior Counseling model can be considered a vehicle to
27 facilitate online gaming addiction, as suggested by (Kossak, 2015)

28 So, the Creative Cognitive Behavior Counseling Model can effectively reduce students' online
29 gaming addiction on all indicators which include: salience, conflict, euphoria, tolerance,
30 withdrawal and relapse & reinstatement. This conclusion is based on a comparison of pretest
31 and posttest scores that show a decrease in online game addiction after being given the Creative
32 Cognitive Behavior Counseling model. In addition, the results of independent statistics T Test

1 samples showed a lower posttest value than the pretetst value, therefore it can be concluded that
2 the Creative Cognitive Behavior Counseling model is effective for reducing students' online
3 gaming addiction.

4 **Conclusion**

5 Based on the results of data analysis, starting from the preliminary stage of research to the
6 model trial can be formulated several conclusions, namely as follows: First, group counseling
7 services in SMP Negeri 15 Yogyakarta, SMP Negeri 1 Yogyakarta and in SMP Negeri 4
8 Yogyakarta have not been implemented properly. Although the activities carried out are in
9 accordance with the existing stages but have not been effective and optimal. There are still some
10 activities that are not done by group leaders, plus guidance teachers or counselors have never
11 used certain techniques to carry out group counseling, so the effectiveness of group counseling
12 services has not been achieved optimally. Second, the level of online game addiction in students
13 of class VIII of State Junior High School 15 Yogyakarta from the results of preliminary studies
14 as many as 350 students and obtained from the overall number given instruments is 350
15 students, there are 55 students with very low categories (15.71%), 75 students (21.42%) in the
16 low category, 90 students (25.71%) with moderate categories and 130 students (37.14%) with
17 high categories, In other words half the number of eighth graders has high criteria for addiction.
18 Of the total students of class VIII, 10 students were used as an experimental group and 10
19 students were used as a control group with each category of addiction to online games at very
20 low criteria of 2 people, low 2 people, medium 3 people and high 3 people. Third, the Creative
21 Cognitive Behavior Counseling model can effectively reduce students' addiction to all
22 indicators which include: salience, conflict, euphoria, tolerance, withdrawal and relapse
23 & reinstatement. This conclusion is based on a comparison of pretest and posttest scores that
24 show a decrease in online game addiction after being given the Creative Cognitive Behavior
25 Counseling model. In addition, the results of independent statistics T Test samples showed a
26 lower posttest value than the pretetst value, therefore it can be concluded that in the Creative
27 Cognitive Behavior Counseling model is effective for reducing addiction to students.

28 **Suggestion**

29 The school is expected to provide opportunities, support, or facilities to guidance and
30 counseling teachers to be able to perform in the Creative Cognitive Behavior Counseling model
31 to reduce students' online gaming addiction. Tutoring and counseling teachers do not rule out
32 the problem of addiction to online games students, individual counseling services and group

1 counseling with a creative arts approach can be programmed periodically especially against
2 students whose online gaming addiction scale falls into the high category.

3 Limitation

4 This study has limitations on data analysis techniques. This study has not been able to answer
5 how Creative Cognitive Behavior Counseling reduces every aspect of online game addiction.
6 In addition, this study also did not pay attention to the gender aspect.

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Counselor Strategies to Reduce Online Gaming Addiction through Creative Cognitive-Behavior Group Counseling

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¹⁻⁸Universitas Ahmad Dahlan, Jalan Kolektor Ring Road Selatan, Tamanan Banguntapan Bantul Yogyakarta, Indonesia,

ABSTRACT

The purpose of this study is to mengetahui keberterimaan produk yang berupa Creative Cognitive Behavior Group Counseling dalam mereduksi kecanduan game online. Penelitian ini menggunakan pola penelitian dan pengembangan Born & Galls yang terdiri dari tahap studi pendahuluan, tahap pengembangan produk, dan tahap evaluasi. The participants of this study were 20 students who were taken randomly. The study involved two guidance and counseling experts, guidance and counseling media, and product users to assess the acceptability of the product. Meanwhile, to test the effectiveness of the product, it involved 60 participants, both control and experimental groups. The data analysis technique used descriptive analysis to describe the level of online game addiction. In addition, this study uses analysis quantitave descriptive to identify the degree of acceptance of the product. The analysis of the product effectiveness test using the Independent Sample T-Test. The results of the descriptive study show that online game addiction is a problem that needs the counselor's attention, one of which is by implementing Cognitive Behavior Group Counseling. The Cognitive Behavior Group Counseling has high acceptability and effectively reduces student online game addiction. This study's results should be material and consideration for further research to identify the compatibility of the characteristics of the school counselor in Indonesian with Group Counseling Services.

Keywords: Creative cognitive, behavior counseling, game online addiction.

INTRODUCTION

The rapid development of the internet today has really changed the human person's life, lifestyle, behavior, way of communication, and the way of socialization with his environment (Adhiarso et al., 2019). In these conditions children who are experiencing growth and development both physically, emotionally and intellectually need to get assistance so that the influence of computer and internet utilization does not have a negative impact. Without educative assistance from adults as educators, it is certain that children will quickly mature prematurely. The Internet was developed for positive purposes, but errors in utilization can have negative consequences. The Internet can be used to get information, in an easy, efficient, and convenient way. But with more and more research contributing to the debate about whether playing video games causes positive or negative effects on individuals (Saleem et al., 2012). With respect to negative effects, the researchers' interest focuses on maladaptive behavior among adolescents, from aggressive tendencies to addictive behaviors (Monacis et al., 2020)2020.

Online gaming is a legitimate recreational activity all over the world, however, there are concerns that arise that a large number of players (gamers) are becoming addicted (Chen et al., 2018). Every year the number of online game players in Indonesia continues to grow, even now Indonesia is experiencing a growth of game players up to 33% every year, and in 2012 in Indonesia there are 30 million online game users with an average starting from the age of 12 years and above. The pleasure of accessing and playing online games

with a dominant time is what makes individuals addicted (Wijayanti, 2013).

Online Gaming Addiction is a very strong physical and psychologically attached condition to online games, and if the desire to play online games is not fulfilled it will cause feelings of guilt or unpleasant feelings for the individual concerned (Novrialdy & Atyarizal, 2019). In 2013, the American Psychiatric Association (APA) included Internet Gaming Disorder (IGD) in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) (Anderson et al., 2013). With the dependence on online games, the individual concerned will get its own pleasure, comfort and preoccupation so that the frequency and duration in playing online games will continue to increase over time, will even make everything uncontrolled, one of which has an impact

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How to cite this article: Prasetiawan H, Barida H, Handaka IB, Widyastuti DA, Agungbudiprabowo, Wahyudi A, Muyana S, Saputra WNE (2023). Counselor Strategies to Reduce Online Gaming Addiction through Creative Cognitive-Behavior Group Counseling. Pegem Journal of Education and Instruction, Vol. 13, No. 2, 2023, 147-152

Source of support: Nil

Conflict of interest: None.

DOI: 10.47750/pegegog.13.02.18

Received : 10.06.2022

Accepted : 06.09.2022

Published: 01.03.2023

on antisocial situations (Anderson et al., 2013). One study reported that internet gaming may trigger changes in brain activity and structure in brain regions involved with reward, motivation, memory, and cognitive control (Kuss et al., 2013). Notably, habituation for internet gaming is accompanied by increased dopamine levels in the dorsal striatum, innervating dopamine reward pathways and feeding motivation to want to play even more (Pat F. Bass, 2015).

Characteristics of a child who is addicted to online games generally include: angry if limited time to use playing online games, tend to be reluctant to communicate with others, are closed or only want to be friends with certain people only and do not want to do activities other than playing online games (Young, 2018). In addition, there are several core components that can identify children who are addicted to online games are salience, conflict and euphoria. In addition to tolerance, withdrawal, relapse & reinstatement, these components are common components in an online gaming addiction (Stavropoulos et al., 2021). Tolerance develops as a need in someone who is addicted to increase his dependence on the behavior of playing online games to get the same experience compared to the early part of addiction. The withdrawal effect is an unpleasant reaction when stopping the activity of addiction. Relapse and reinstatement are a return to the original state of addiction, even after a period of incarceration of its activities (Kuss & Griffiths, 2012).

One thing that needs to be considered to be studied in the future that counseling carried out in schools that are found is still less efficient, especially in placement in terms of time because the scheduled guidance & counseling services from the school are no longer enforced by the local agency because there is only no scheduled class entry for Guidance & Counseling. As a result, learners (counselee) only get time to be counseled during recess hours, sports subjects or on empty subject hours as a result of which learners (counselee) often experience a sense of saturation in following the process of conducting counseling provided. The assumption in this case counseling found is still not done properly or not maximal.

During this time counseling techniques provided by counselors lead more to counseling that is still conventional. Though there is a counseling approach with self-management techniques that are derived from cognitive behavioral modification and also cognitive behaviorism therapy which is a clump or technique rooted in the expansion of operant conditioning theory with cognitive social techniques (Woolfolk, 2016). During this time self-management techniques in general can provide and make students engage in basic steps in the behavior change program with self-management in the form of self-monitoring, stimulus control and self-reward. The importance of the self-management process in behavior change contributes to reducing addiction to online games in students. But existing self-management techniques are a behavior change

and development strategy that emphasizes the importance of effort and personal responsibility to change and develop one's own behavior. This behavior change in the process is more done by the student (counselee) concerned, not directed or even forced by others (counselors).

The need for a new counseling model approach as a solution in handling reducing online game addiction in students can be a breakthrough so that the problem of individuals with online game addiction in school requires an intervention and relief efforts. Counseling services are required in order to make curative efforts related to students' personal and social issues. In order to create optimal counseling services, various efforts are needed on the counselor by emphasizing the creativity of the counselor (Gladding, 2012; Saputra et al., 2018, 2021). One form of effort that can be done by counselors is to utilize the measure of creativity in the client. The form of counselor creativity here is to integrate the creative arts into counseling services (Gladding, 2011). In other words, counselors also need to develop their professional competence (Handaka et al., 2022). The implementation of this counseling is done through groups, group counseling is one type of Guidance & counseling service that is carried out to alleviate problems together, both personal and social (Gladding, 2012). So, the integration of creative arts in this cognitive behavior counseling approach is named "Creative Cognitive Behavior Group Counseling" or abbreviated as CCBGC.

This integration is intended to obtain behavioral changes in the consensual self (Degges-White & Davis, 2017). Creative Cognitive Behavior Group Counseling (CCBGC) was chosen as a recommended counseling model for school counselors to help students solve their problems. This counseling model requires the counselor to be able to maximize his creativity in carrying out counseling services on many occasions. CCBGC leverages the roots of Cognitive Behavior Therapy (CBT) theory integrated with the principle of creative counseling. Dattilio views CBT as combining two principles of approach, namely cognitive and behavioral principles (Corey, 2012). Relevant research that states that CBT becomes one of the counseling approaches that can help the cons and provide effectiveness in alleviating major problems such as depression (Foroushani et al., 2011). Peer counselling combined with CBT approaches can also reduce online gaming addiction (Prasatiawan, 2016). In addition, cognitive defusion techniques as the new face of CBT, namely in Acceptance and Commitment Therapy (ACT) can help the client in increasing his confidence (Saputra & Prasatiawan, 2018).

Based on the presentation of the data above, it shows that online game addiction is a problem for students in Indonesia. This issue needs to be addressed specifically in this study focusing on Guidance and Counseling services. This research seeks to answer these problems by producing products that have high acceptance in dealing with the problem of online

game addiction. We named the product Creative Cognitive Behavior Group Counseling.

METHOD

Research Design

This study aims to identify the acceptability of a product in education. The outcome from this research is the model of Creative Cognitive Behavior Group Counseling To Reduce Online Game Addiction. This study adopts the major steps in the R & D cycle of Borg and Gall version (Sugiyono, 2013). The trial design in this product uses a pure experiment (true experimental design) based (Purwanto, 2020) with random group selection or pretes-postes design using a control group with randomized pre and post test control group design).

Participants

Identification of this problem involves students of Junior High School in Yogyakarta City which specifically consists of a sample of 350 students using random assignment. The second stage carried out the initial product design by carrying out the theme creative cognitive behavior groups counseling and assessing product acceptability. Next, the third stage focuses on identifying the product's effectiveness, which in the study involved a control group (10 students) and an experimental group (10 students). Experts assessments and effectiveness tests become the basis for perfecting the product.

Data Collection Tools

This research uses two types of instruments. The first instrument is an online game addiction scale consisting of 42 items that have been valid based on validity testing using Cronbach's alpha item analysis with a coefficient range between 0.274 to 0.792, the coefficient is valid if it is more than 0.266 (Guilford, 1956). While the reliability shows a coefficient of 0.982, which includes a high level of reliability, the reliability coefficient between 0.70 to 0.90 is included in the high category (Guilford, 1956). This instrument aims to identify student problems regarding online game addiction at school

by paying attention to six aspects, namely salience, conflict, euphoria, tolerance, withdrawal, relapse and reinstatement. The online game addiction scale instrument has the following criteria: high category in the range 115-168, medium category in the range 95-114, a low category in the range 74-94, very low category in the range 42-73. At the same time, the second instrument is an expert assessment sheet, both guidance and counseling experts, guidance and counseling media, and product users to identify product acceptance. The expert assessment instrument has six aspects: rational, vision and mission, purpose, content, system support, and procedure of implementation.

Data Analysis Technique

This study uses quantitative descriptive data analysis techniques to describe the level of students online game addiction. In addition, (Mulyatiningsih, 2012) this independent t-test is used to compare pretes and postes to Reduce Online Game Addiction, namely a model of Creative Cognitive Behavior Group Counseling. According to (Sugiyono, 2013) $T_{count} (4,638) > T_{table} (2,101)$ then H_0 is rejected and H_a is accepted. Therefore it can be concluded that the creative cognitive group counseling is effective to reduce the addiction to online games of students. In the Statistical group table, it is seen that the average of the experimental group is higher than the average of the control group (Table 1).

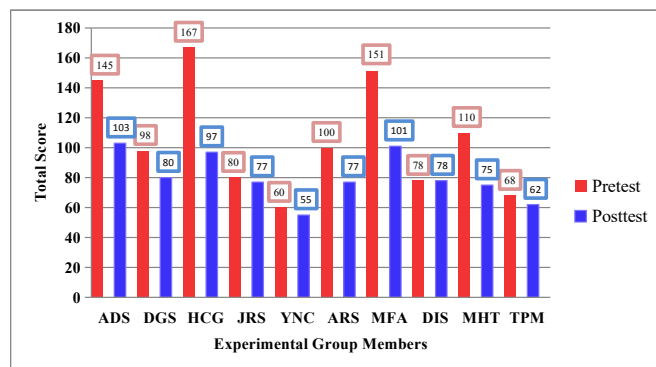
If the significance value was less than 0.05. The requirements for the Independent Sample T-Test are that the data is normally distributed and homogeneous. Based on the assumption test, table 1 describes the analysis as follows. Shapiro-Wilk analysis in table 1 shows the value of Sig. of 0.073, meaning that the data is normally distributed because of the value of Sig. > 0.05 . Similarly, the results of the analysis of Lilliefors in table 1 show the value of Sig. in the Kolmogorov-Smirnov column of 0.072. It means that the data is normally distributed because the value is of Sig. > 0.05 . In addition, table 1 shows a Sig value of 0.058 in the homogeneity of variances column, so it can mean that the variance of the control and experimental groups is the same/homogeneous because of the value of Sig. > 0.05 .

Table 1: Independent Sample T Test Result

F		Levene's Test for Equality of Variances			t-test for Equality of Means					
		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Hasil Mereduksi Kecanduan Game Online	Equal variances assumed	2,922	0,105	4,638	18	,000	6,200	1,337	3,392	9,008
	Equal variances not assumed			4,638	15,800	,000	6,200	1,337	3,363	9,037

FINDINGS

Quantitative assessment of the results of the student process in reducing his addiction can be seen from the comparison of pretest and posttest values obtained in each member of the group. Here is a breakdown of the score of the members of the experimental group.



From each of the above indicators related to reducing online game addiction can be explained as follows: First, the Salience Indicator is indicated by a decrease of 8.2 (1,959%). The data showed that the self-management technique group counseling services provided by group leaders to group members were effective at reducing students' addiction. Second, the Conflict indicator found that the posttest results were lower than the pretest results. The data showed that after students were given the Creative Cognitive Behavior Counseling model intervention, students experienced a decrease in online game addiction from the conflict aspect by 7.3 (1,731%). Third, the Euphoria Indicator shown by the effectiveness of the Creative Cognitive Behavior Counseling model to reduce online game addiction with a lower posttest result than the pretest result of 4.6 (1,021%). Fourth, the Tolerance Indicator, obtained data that after being given the intervention model Creative Cognitive Behavior Counseling students managed to reduce their online game addiction levels by 2.3 (0.42%). Fifth, the Withdrawal Indicator is evidenced by the acquisition of data after being given the intervention model Creative Cognitive Behavior Counseling students experience a decrease in online game addiction which is 1.8 (0.425%), and the last indicator that is relapse & reinstatement indicator can be shown with a lower posttest result than the pretest results. Students who intervened through the Creative Cognitive Behavior Counseling model experienced a decrease in Game addiction of 1.6 (0.38%).

DISCUSSION

Children and games in general have become a child's world. The existence of children, always gives rise to a game. Play is a child's inseparable activity. If you find and see a child who does not like to play, this indicates that the child is sick or sleepy.

Although play is a child's world, it does not mean that children will always be free and the time is just to play around. (Smart, 2010) since the beginning of the emergence of video games continues to grow and various types, including Nitendo, Sega and Online Games and which is becoming a trend in recent years, especially among teenagers, namely Online Games.

Research conducted (Kuss et al., 2013) an expert in video game addiction in America, from Nowingham Trent University. Mark Griffiths found that in children in their early teens almost a third play online games every day, which is more worrying about 7% of them play at least 30 hours per week. A study conducted in America found that most of the activities performed by female students while using the internet were doing schoolwork (75%), instant messaging (68%), and music (65%). As for male students, at the time of using the internet most of the activities carried out are playing games (85%), doing schoolwork (68%), music (66%), and instant messaging (63%).

The level of online game addiction in students of class VIII of State Junior High School 15 Yogyakarta from the results of preliminary studies as many as 350 students and obtained from the overall number given instruments is 350 students, there are 55 students with very low categories (15.71%), 75 students (21.42%) in the low category, 90 students (25.71%) with moderate categories and 130 students (37.14%) with high categories, In other words half the number of eighth graders have high online gaming addiction criteria. Of the total students of class VIII, 10 students were used as an experimental group and 10 students were used as a control group with each category of online gaming addiction at a very low criteria of 2 people, low 2 people, while 3 people and high 3 people.

Counseling service interventions applied in this study are utilizing the roots of art therapy which is a form of psychotherapy that uses art. In this case media as the main mode of expression and communication. As for this context, art is not used as a diagnostic. Therapeutic tools as a medium to overcome emotional problems that may be confusing and distressing. Although influenced by psychoanalysis, art therapists have been inspired by theories such as attachment-based psychotherapy and have developed a variety of client-centered approaches such as psychoeducation, mindfulness and treatment-based mentalization, compassion-focused analysis and cognitive therapy, and socially engaged practices.

Expressive Arts Counseling is an approach that in the process integrates the expressive aspects of various artistic forms, all mediated by the Body. Music, dance, drama, painting, drawing, modeling, prose and poetry can be integrated into educational or therapeutic practices of various realms, enabling intra- and interpersonal facilitation of relationships, and creative and symbolic expressions of deep emotion that should not be manifested (Santos & Lima-Rodrigues, 2016). The dynamics created between psychological, expressive and

artistic processes are the basis of insight into new options with changes explored. The implementation of creative arts counseling is implemented and developed with the Creative Cognitive Behavior Group Counseling model. The use of expressive art modalities in the Creative Cognitive Behavior Group Counseling model helps the researcher to explore the deepest feelings that cannot be expressed through words, i.e. by using symbols to represent the inner feelings and conflicts experienced by the client. In essence, expressive art in the Creative Cognitive Behavior Group Counseling model is not trying to replace the existing counseling theory, but rather on expanding and enriching the treasures of counseling theories that already exist and are familiar in the eyes of counselors so far, by presenting innovations by integrating the implementation of counseling in expressive art interventions, in order to later develop more effective therapies.

The Creative Cognitive Behavior Group Counseling model incorporates the power of art into the counseling process thus enriching the given therapeutic process. This process is an important process both from a practical and technical point of view, great attention to theoretical aspects ensures that the use of art modalities in counseling, not just as a tool that has no theoretical foundation (Abdillah, 2015). The increasing recognition of the value of art in counseling practices is also reflected by the increasing use of creative techniques in counselor education, a trend that is well documented (Barrio Minton et al., 2014). The main reason for integrating the arts in counselor education is to encourage the rate of student growth. Another reason to use art in counselor education classes is the need for students to gain personal experience with the use of these interventions (Sacco & Amende, 2020).

The relational benefit of using expressive art interventions in the Creative Cognitive Behavior Group Counseling model is that it provides an improvement in self-awareness and group cohesion in terms of reducing online gaming addiction, as well as profound things facilitated through the use of these modalities so that they can be seen as a function of alignment. Therefore expressive art in the Creative Cognitive Behavior Group Counseling model can be considered a vehicle to facilitate online gaming addiction, as suggested by (Kossak, 2015).

So, the Creative Cognitive Behavior Group Counseling Model can effectively reduce students' online gaming addiction on all indicators which include: salience, conflict, euphoria, tolerance, withdrawal and relapse & reinstatement. This conclusion is based on a comparison of pretest and posttest scores that show a decrease in online game addiction after being given the Creative Cognitive Behavior Group Counseling model. In addition, the results of independent statistics T Test samples showed a lower posttest value than the pretest value, therefore it can be concluded that the Creative Cognitive Behavior Counseling model is effective for reducing students' online gaming addiction.

CONCLUSION

Based on the results of data analysis, starting from the preliminary stage of research to the model trial can be formulated several conclusions, namely as follows: First, group counseling services in SMP Negeri 15 Yogyakarta, SMP Negeri 1 Yogyakarta and in SMP Negeri 4 Yogyakarta have not been implemented properly. Although the activities carried out are in accordance with the existing stages but have not been effective and optimal. There are still some activities that are not done by group leaders, plus counselors have never used certain techniques to carry out group counseling, so the effectiveness of group counseling services has not been achieved optimally. Second, the level of online game addiction in students of class VIII of State Junior High School 15 Yogyakarta from the results of preliminary studies as many as 350 students and obtained from the overall number given instruments is 350 students, there are 55 students with very low categories (15.71%), 75 students (21.42%) in the low category, 90 students (25.71%) with moderate categories and 130 students (37.14%) with high categories, In other words half the number of eighth graders has high criteria for addiction. Of the total students of class VIII, 10 students were used as an experimental group and 10 students were used as a control group with each category of addiction to online games at very low criteria of 2 people, low 2 people, medium 3 people and high 3 people. Third, the Creative Cognitive Behavior Group Counseling model can effectively reduce students' addiction to all indicators which include: salience, conflict, euphoria, tolerance, withdrawal and relapse & reinstatement. This conclusion is based on a comparison of pretest and posttest scores that show a decrease in online game addiction after being given the Creative Cognitive Behavior Group Counseling model. In addition, the results of independent statistics T Test samples showed a lower posttest value than the pretest value, therefore it can be concluded that in the Creative Cognitive Behavior Counseling model is effective for reducing addiction to students.

SUGGESTION

The school is expected to provide opportunities, support, or facilities to counselors to be able to perform in the Creative Cognitive Behavior Group Counseling model to reduce students' online gaming addiction. Tutoring and counselors do not rule out the problem of addiction to online games students, individual counseling services and group counseling with a creative arts approach can be programmed periodically especially against students whose online gaming addiction scale falls into the high category.

LIMITATION

This study has limitations on data analysis techniques. This study has not been able to answer how Creative Cognitive Be-

havior Counseling reduces every aspect of online game addiction. In addition, this study also did not pay attention to the gender aspect.

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