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

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## 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 quantitative 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 (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)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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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 (Ferooshani et al., 2011). Peer counselling combined with CBT approaches can also reduce online gaming addiction (Prasetyawan, 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 & Prasetyawan, 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 focus 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, visi 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).

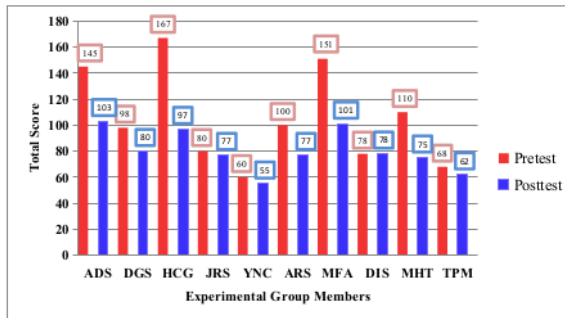
If the significance value was less than 0.05. The requirements for the Independent Sample T-Test are that the data is normally distributed and homogeneous. Based on the assumption test, table 1 describes the analysis as follows. Shapiro-Wilk analysis in table 1 shows the value of Sig. of 0.073, meaning 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

## 1 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 Nintendo, 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 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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