Rational Emotive Behavior Therapy to Reduce Student Addiction to Online Games

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ABSTRAK

Fenomena yang terjadi pada siswa di antaranya berkaitan dengan kecanduan game online, yaitu siswa malas bekerja, mengalami perubahan mood, keinginan terus-menerus untuk bermain game online. Tujuan dari penelitian ini adalah untuk menguji efektivitas layanan konseling kelompok dengan pendekatan terapi perilaku emosi rasional untuk mengurangi kecanduan game online siswa. Metode penelitian yang digunakan adalah metode penelitian kuantitatif dengan jenis penelitian pra eksperimen. Desain eksperimen yang digunakan adalah one group pre-test post-test design. Populasi adalah 1047 siswa, dan 10 siswa diambil untuk sampel sebagai kelompok eksperimen. Penarikan sampel menggunakan purposive sampling. Instrumen penelitian menggunakan model skala Likert, data dianalisis menggunakan Wilcoxon Signed Rank Test dengan bantuan SPSS versi 25.00. Hasil penelitian menunjukkan bahwa survei terhadap siswa kecanduan judi online sebelum diberikan pengobatan (pre-test) berada dalam kategori tinggi, survei tentang kecanduan judi online siswa setelah diberi pengobatan berada dalam kategori rendah dan sangat rendah. Layanan konseling kelompok dengan pendekatan terapi perilaku emosi rasional secara efektif mengurangi kecanduan game online siswa. Penelitian ini menunjukkan bahwa terapi perilaku emosi rasional dengan perencanaan yang baik dan berkelanjutan akan membantu anggota kelompok menjadi lebih aktif dalam berpikir, berbagi ide, ide dan pengalaman sehingga anggota kelompok memperoleh pengetahuan baru dan pemikiran baru yang rasional.

ABSTRACT

Phenomena among students are related to online game addiction. Namely, students are lazy about working, experience mood changes, and constantly desire to play online games. This research aims to examine the effectiveness of group counseling services with a rational, emotional, behavioral therapy approach to reduce students' online game addiction. The research method used is quantitative with a pre-experimental research type. The experimental design used was one group pre-test and post-test design. The population was 1047 students, and ten students were taken for the sample as the experimental group. Sampling used purposive sampling. The research instrument used a Likert scale model; data was analyzed using the Wilcoxon Signed Rank Test with the help of SPSS version 25.00. The research results showed that the survey of students addicted to online gambling before being given treatment (pre-test) was in the high category, and the survey of students' online gambling addiction after being given treatment was in the low category. Group counseling services with a rational, emotional, behavioral therapy approach effectively reduce students' online gaming addiction. This research shows that rational, emotional, and behavioral therapy with excellent and continuous planning will help group members become more active in thinking and sharing ideas, ideas, and experiences to gain new knowledge and rational thoughts.

1. INTRODUCTION

Online games are becoming a popular activity among students today. Ideally playing games online is just to fill up your free time when you're busy and entertaining yourself for a while. Some students showed excessive gambling, causing symptoms like addiction (Çelik & Bektaş, 2023; Elsayed, 2021). Online gaming addiction is characterized by the urge to do so continuously accompanied by withdrawal, inability to regulate time, having interpersonal and health problems. Online gaming addiction can be seen from the use of an average of 20 hours a week (Erdogan, 2023; Hussain et al., 2015; Triberti et al., 2018).

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Data from newzoo In 2019, the number of online gamers is approximately 52 million people, which places Indonesia in the 17th place in the world as the most online gaming player and has unknowingly contributed as much as USD 624 million or the equivalent of Rs. 8.7 trillion throughout 2019 (Mulachela, 2020; Novrialdy et al., 2019). According to a survey conducted by CNN Indonesia in May-July 2020 in 34 provinces to thousands of teenagers in Indonesia, the result was 19.3% teenagers who are addicted to the Internet. A total of 2933 teenagers experience an increase in the duration of online from 7.27 hours to 11.6 hours per day. That's an increase of 59.7%. Teenagers with online gambling addictions from 2933 people as 46%, meaning 1350 people have an online gaming addiction (Mason et al., 2022; Sipahuta et al., 2022). This suggests that concerns about the increasing prevalence of online gaming addiction will rise. Symptoms shown by students who are addicted to playing online games such as forgetting learning activities, eating, sleeping irregularly, and rarely interacting with the outside environment (Bowman & Turner, 2022; Mydina & Yusooff, 2010). Negative effects such as a decrease in concentration in learning absorption, decreased body endurance due to lack of sleep, and late eating and wastefulness (Adiningtiyas, 2017; Zatrahadi et al., 2021).

The phenomena that have been revealed by found that there are still many students who have not yet had an understanding of the dangers of online gambling addiction (Novrialdy, 2019; Vera & Netrawati, 2019). Overall, teenagers in SMAN 1 Stang Kapas have a high online gaming addiction. It proves that online gaming addiction behavior is still a lot happening in the field. So it takes a way to deal with teenagers who are addicted to online gambling. The REBT approach is generally effective in reducing online gaming addiction in students. Based on the results of the initial observations carried out found some students symptoms of online gambling addiction, any symptoms found, that is, students lazy work tasks that have an impact on the decrease of the score proved by the students report results. It's seen when students are called into the counseling room. It shows that playing online games is an important activity in students (salience). Graduation is difficult to control his mindset that makes him emotional as easy to be angry and talk dirty. It's seen when students are playing online games with their friends. It shows that the student has a change of mood. (mood modification). Next, students seem to want to keep playing online games (tolerance). It's proven when carrying out group counselling there are members of the group who are playing online games.

Besides, the students were seen shaking when the teacher banned online games during class. This shows that unpleasant emotions when the duration of playing online games is reduced (withdrawl sympton). Students have a decrease in eye health. It's seen that there are some students wearing glasses when playing online games. It shows that interpersonal conflict arises from excessive playing online games (conflict). Students tend to play online games back after being rebuked by teachers in the classroom. It shows that the tendency to return to play to addictive behavior after a controlled period (relapse and reinstatement). Rational Emotive Behavior Therapy (REBT) is a type of cognitive-behavioral therapy (CBT) developed by Albert Ellis in the mid-20th century. REBT is based on the idea that our thoughts, emotions, and behavior are interrelated, and that irrational beliefs and thoughts can lead to negative emotions and unhealthy behaviors (Nirwanda & Ediati, 2016; Novrialdy et al., 2019). The primary purpose of REFT is to help individuals identify and change these irrational convictions, thereby producing more rational thinking, healthier emotional responses, and more constructive behaviour. REBT has proven to be effective in treating a variety of emotional and behavioral problems, including anxiety disorder, depression, anger management, and self-esteem problems. It's an evidence-based psychotherapy approach (Atikasari & Imanti, 2019; Balakrishnan & Griffiths, 2018).

REBT can be applied to group counselling and can deal with addictive problems, in this case online gambling addiction (Ardi et al., 2019; Bani Ismail & Zawahreh, 2017). REBT can improve and change the perceptions, ways of thinking, attitudes, beliefs and irrational views of adolescents who are addicted to online gambles into rational. So that he can develop himself and optimum self (Afriwilda & Mulawarman, 2021; Millatillah, 2021). REBT group counselling can help online game addiction students in changing their mindset, emotions, and behavior. In the process of group counselling with an approach, there is a need for an effort to bring about a change in the form of consciousness and insight that forms the basis of a change within each member of the group (Haberlin & Atkin, 2022; Pande & Marheni, 2015). REBT believes that man is disturbed not by something, but by the view of something. REBT approaches can be categorized as rational, emotional, and behavioral. Teenagers who are addicted to online games start with irrational thoughts, thus provoking negative emotions and influencing wrong behavior. Based on the above phenomenon, REBT group counseling is required to provide understanding and knowledge related to online gambling addiction. REBt focuses on individual behavior, but REB T emphasizes that problematic behaviour is caused by irrational thinking (Hariadi et al., 2019; Sumberartha et al., 2021). So, the irrational way of thinking perceived by individuals who are addicted to online gaming can be manipulated by using a REBT approach that aims to shift the less correct mentality towards the right

mentality. Thus, the hopes of this research school can provide group counselling services with an effective rational emotive behavior theraphy approach to reduce online gaming addiction of students in students who experience high online gambling addiction.

2. METHOD

Quantitative research with experimental research design, using the initial test design (pretest) and the final treatment (posttest) (Juandi & Priatna, 2018; Kusadi et al., 2020; Nurachmana et al., 2021). The experimental design used in this research is the Pre-Experiment model experiment design, with the One Group Pretest-Posttest research design. In the implementation of the treatment, the executive provides group counselling services using the REBT approach according to the plan that has been made by the researchers, in the provision of treatments, the executor provides group counseling services with the REFT approach as many as 7 times meetings with details 1 time gives a pretest, 5 times performs group coonselling services with a REVT approach and 1 time performs a post-test. The subjects in this study took part of the population, namely students of classes X, XI, XII SMKN 3 Fields consisting of 1047 students from 13 classes. The researchers took 10 students of class X,XI, XII who have online gaming addiction in the high category (from the initial data) to perform pretests as the subject of research in the implementation of group counselling services using the REBT approach (Bowman & Turner, 2022; Millatillah, 2021). The researchers performed group counselling services using this REBT approach for five meetings with a duration of 30-45 minutes each session. The instrument used to gather data on student online addiction behavior is the angket method that uses a list of written statements. The instrument is a statement and observation based on the variable indicator of the research consisting of a total of 47 statements with each aspect of the statement (saliance, tolerance, mood modification, relapse, withdrawal, conflict and problems) with a variety of questions (e.g. "Do you think to play a game all day?"). The instrument consists of five levels of answers, i.e. never (1), rarely (2), sometimes (3) often (4), and always. (5). To find out the validity of the instrument in this study. A valid instrument is an instrument capable of measuring what should be measured. The validity test performed on this study uses the product moment correlation formula. Then the reliability of the instrument was determined by the cronbach alpha test with a result of 0.920, which is very reliable. Hypothesis testing is done by combining descriptive data analysis and inferential analysis of the wilcoxon test.

3. RESULT AND DISCUSSION

Result

The study was carried out with a sample group of 176 students from classes X, XI and XII. An overview of the overall online gaming addiction of students can be seen in Figure 1.
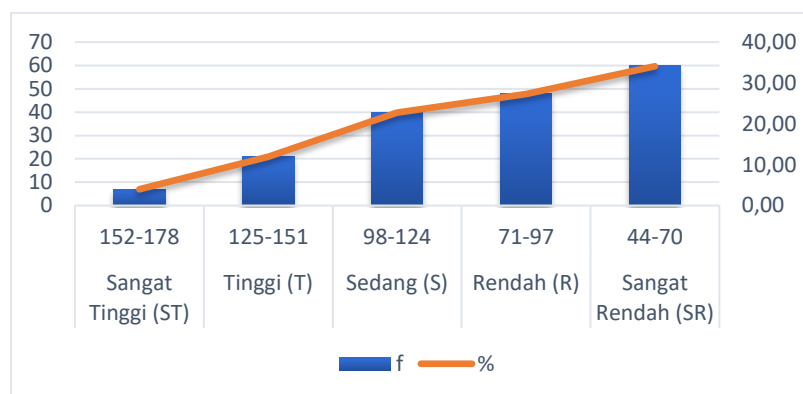

Figure 1. Results of Instrument Processing Addiction Online Game Students Experimental Group (n=176)

The results in Figure 1 above show that there are 40 students in the middle category with a percentage of 22.73%, 21 students are in the upper category with 11.93%, 7 students were in the very high category with 3.98%, 48 students were on the lower category with 27.27%, and 60 students are on the very low category with 34.09%. Based on the overall data above, 10 students with the high online gaming addiction category were recruited as experimental groups. Here is an overview of the level of online gaming addiction of students in SMKN 3 Padang before being given group counselling services and

after being provided group counseling services using the REBT approach. Pre-test and Post-test results Online Game Addiction Scale showed in Figure 2.
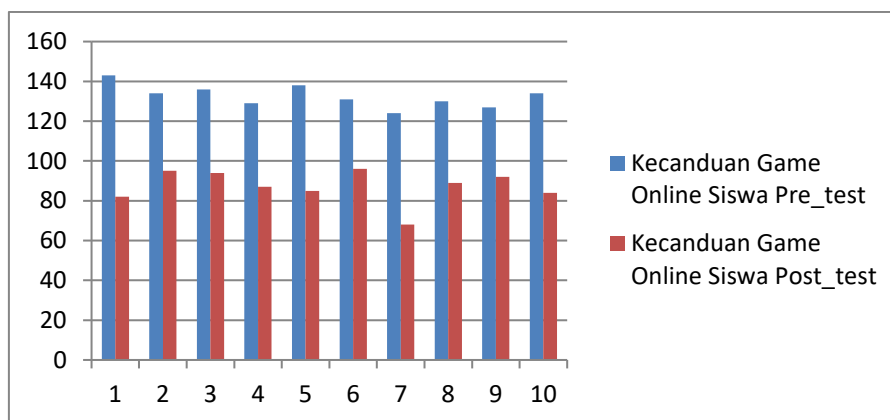

Figure 2. Pre-test and Post-test results Online Game Addiction Scale

Overall there was a decrease in online gaming addiction scores of students in experimental groups after given group counselling with rational emotive behaviour theraphy approach. From high online gambling addiction levels, after being given group counseling services with a rational emotive behavior therapy approach decreased to low overall. The overall average showed a decline from 132.7 to 87.2 with an average decrease difference of 45.5. The decline in online gaming addiction score of students by 45.5 means that with this condition students experience a decreased online gambling addiction after receiving treatment. Online gaming addiction scores for each student on the post-test have decreased from pre-test scores. At the time of the pre-test, the online gambling addiction condition of students is generally high, then after being treated and performed post-tests all scores are seen decreasing. Based on the results of processing through SPSS version 25.00, differences in online gaming addiction students in Table 1.

Table 1. Overview of differences Pre-test and Post-test Addiction Games Online Students Experimental Groups (n-10)

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre_test	10	125	143	1326	132.70	5.582
Post_test	10	68	96	872	87.20	8.311

The differences between the pre-test and post-test results are also visible from the maximum, minimum, sum, mean and standard deviation results. Table 1 above can be understood that there is a difference in the level of online gaming addiction of students before and after the treatment is given. Of the 10 (ten) students who received treatment, all students experienced a decrease in online gaming addiction. The hypothesis put forward in this study is group counselling services with an effective rational emotive behavior therapy approach to alleviate student online gaming addiction. The results of the analysis in the Table 2. Based on table 4.20 data, it can be seen that the student's online game addiction on the Asymp. Sig. column (2-tailed)/significances is worth $0.005 < 0.05$ which means 0. 005 is smaller than 0.05. Based on the results, H0 was rejected and Ha accepted, a group counselling service with an effective Rational Emotive Behavior Therapy Approach to alleviate student online gaming addiction.

Table 2. Results of analysis Wilcoxon Signed Ranks Test Pre-test and Post-test Addiction Online Game Students Group Experiment (n=10)

Wilcoxon Signed Ranks	Asymp. Sig. (2-tailed)
-2,807	0.005

Discussion

Addiction to playing online games can give a sensation of swelling or flow experience, thus provoking an uncontrollable sense of curiosity and challenge. Such sensations cause a person to develop addiction and eventually unable to control the activity in playing online games (Ardiyati et al., 2020;

Nirtha et al., 2021). Online games are much overplayed and used as a place to escape from the realities of life so what happens is online gaming addiction (Fathoni et al., 2021; Ridho & Mulawarman, 2021). The most common core symptoms or criteria of online gaming addiction are increased time spent playing online games (tolerance) and lack of sleep due to over-playing online games at night (problems: sleep deprivation). Based on the aspects of an online gaming addiction that include salience, tolerance, mood modification, relapse, withdrawal, conflict and problems, the results of the study of the level of symptoms of predisposition to online gambling addiction in the experimental group before given treatment showed high average values (Çelik & Bektaş, 2023; Elsayed, 2021). Teenagers spend more time in front of smartphones and the Internet in addition to communicating, they also feel free from anxiety and fear, and also teenagers use smartphones as a means of escaping the real world, when students have difficulty adapting in the school or community environment and they are accepted in the virtual world, then they tend to like to escape from the surrounding environment.

The characteristics of online gaming that can give addictive effects to its users that make them unable to control the desire to play thus causing the high intensity of playing online games. It's gonna have a terrible impact on them. Internet addiction and online gaming lead to loss of control, withdrawal, weakened function, and inability to make decisions, an experience, anxiety, passion and psychomotor excitetus and aggression (Erdogan, 2023; Triberti et al., 2018). Then Ellis explains that REBT can be specifically applied to group counselling and also group members can help others to learn and apply the principles as well as procedures in group sessions. Through the activities of the REBT group more opportunities for members to share and exchange ideas (Hidayanti & Ridhowati, 2019; Mason et al., 2022). Rational Emotive Behavior Therapy (REBT) is about humans depicted in a quotation from Epictetus that humans are disturbed not by something, but by a view of something. REBT helps the counsel to recognize and understand feelings, thoughts, and behaviors. This process helps the Counsel to accept that those feelings and thoughts and behaviours are created and diversified by the own counsel (Novrialdy et al., 2019; Zatrahadi et al., 2021). REBT can be applied to group counselling and can deal with addictive problems, in this case online gambling addiction. REBT can improve and change the perceptions, ways of thinking, attitudes, beliefs and irrational views of adolescents who are addicted to online gambles into rational (Novrialdy et al., 2019; Vera & Netrawati, 2019). So that he can develop himself and optimum self. REBT group counselling can help online game addiction students in changing their mindset, emotions, and behavior. In the process of group counselling with an approach, there is a need for an effort to bring about a change in the form of consciousness and insight that forms the basis of a change within each member of the group (Konadi et al., 2017; Novrialdy, 2019).

Online gaming addiction of students can be reduced through group counselling services using the ABC-DE method in the Rational Emotive Behavior Therapy approach (REBT). There are three things that are related to behavior: activating events (A), belief (B), emotional and behavioral consequences (C). These three ABC theories plus (D) disputing and (E) effective to include changes and expected results of change. The explanation is as follows: (A) activating event is an event that results in an individual. (B) belief is a belief that is both rational and irrational. (C) emotion and behavioural consequences are emotional consequences and attitudes (Balakrishnan & Griffiths, 2018; Novrialdy et al., 2019). Several studies have compared the effectiveness of REBT with other therapies, such as cognitive therapy, behavioral therapy or psychoanalytic therapy. The results of these studies often suggest that REBT has equal or better results in reducing negative emotional and behavioral symptoms. REBT teaches individuals to sue and challenge irrational beliefs with more rational alternatives. This process involves testing evidence for irrational beliefs, evaluating their consequences, and exploring more adaptive ways of thinking (Atikasari & Imanti, 2019; Bani Ismail & Zawahreh, 2017). REBT helps individuals recognize and deal with irrational beliefs, such as claims (the idea that everything should go a certain way), very negative thinking (the belief that negative outcomes are intolerable), and low frustration tolerance. By changing irrational beliefs, individuals can better manage their emotions and reduce anxiety, depression, and other emotional disturbances. After being treated as a group counselling service with a rational emotive behavior theraphy approach, the online gaming addiction rate of students has declined, reverting from the highest category to the lowest (Afriwilda & Mulawarman, 2021; Di Giuseppe & David, 2015). Ten students experienced a decrease in online gaming addiction quite well. Group counselling is one of the services that can contribute to students related to the problem of online gambling addiction. Besides, students gain new understanding. Based on the results of descriptive analysis, direct observations during the implementation of treatment, and from the analysis of Wilcoxon test results all showed positive changes in the members of the group. The positive change is a decrease in the addiction of online gaming students who become members of a group after obtaining the treatment of group counselling services with the approach of rational emotive behaviour theraphy.

4. CONCLUSION

Based on a series of studies and implementation of group counseling therapy using the Rational Emotive Behavior Therapy (REBT) approach to students who experience addiction to playing online games, it can be concluded that REBT has a significant impact in reducing the level of addiction. Through the ABC-DE approach in REBT students can identify triggering events, underlying beliefs, as well as the emotional and behavioral consequences that arise. By challenging irrational beliefs and replacing them with more rational alternatives, students are able to better manage their emotions, reducing anxiety, depression, and other emotional disorders. The results showed that after undergoing therapy, the level of addiction to playing online games in students decreased significantly, even some of them managed to return to the lowest level. This confirms that group counseling therapy with the REBT approach is one of the effective strategies in overcoming the problem of online game addiction in adolescents.

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