The Effect of Group Guidance Using Modeling Techniques to Reduce Online Game Addiction in SMK Negeri 1 Sukamara

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Abstract

The background of this research is that students are often sleepy during class hours, students often fall asleep during distance learning so they don't participate, students' school grades decrease, parents or guardians of students say that while at home their children play online games more often, students spend time playing games. from after the evening prayer until just before dawn, students forget to eat and worship because they are preoccupied with playing online games, students also experience imsonia (sleep disturbance), the purpose of this study is to determine the effect of group guidance with modeling techniques to reduce online game addiction for students of SMK Negeri 1 Sukamara . The research method used is true experimental with pretest-posttest control group design. The population in this study were all students of class XI ATPH SMK Negeri 1 Sukamara, totaling 65 students consisting of two classes, namely class XI ATPH 1 and XI ATPH 2. The try out will be held in class XI ATPH 1 with a total of 32 students. The sampling technique used is simple random sampling technique. The analysis used to test the validity is the product moment and reliability using the alpha formula. The final conclusion is based on the results of data analysis that the pretest results in the experimental group with an average of 45.8 and the control group with an average of 50.1, while the posttest results in the experimental group with an average of 63.3 and the control group with an average average 59.8. In addition, from the results of the t-test analysis, the difference between the posttest between the experimental group and the control group for online game addiction using the t-test formula was obtained at 10.3 > ttable at 2.021 at a significant level of 5%, so tcount is greater than the mean ttable, meaning Ho is rejected and Ha is accepted, so that it can be concluded by going through the hypothesis that says "there is an effect of group guidance with modeling techniques to reduce online game addiction for students at SMK Negeri 1 Sukamara. Suggestions that can be conveyed by researchers are that supervising teachers at schools provide advanced services regarding online game addiction.
Keywords: Group Guidance Services, Modeling Techniques, Online Game Addiction

INTRODUCTION

Technological progress is something that we cannot avoid in this life, because technological progress will go hand in hand with scientific progress (Ngafifi, 2014: 34). This is certainly a reason for the rise in internet users both in gadgets, smartphones and technologies related to the internet. The use of the internet is not only among adults, even nowadays it tends to be evenly distributed among school students. Students must have discipline so that later in the world of work they are able to become people who are disciplined at work. Students must divide free time for study and play. However, not all students have good study time discipline, as a result, students often experience delays in doing academic assignments. Of course, this happens because school students make more use of technology by playing games. One of them related to internet technology is online games. Online games are games in the form of video games that are connected using the internet network.

One of the games of today's modern era is online games. Online games are games that are operated using an internet connection and are in the form of technology products which are popular all the time among today's youth. Online games are a new phenomenon in Southeast Asia, but they have a lot of fans, especially in Indonesia. Online games in Indonesia, especially in big cities, such as Surabaya, Jakarta, Pontianak, games are very popular and game players, especially teenagers, can sit for hours in front of the computer. Indonesia itself provides many online game developers with various types of games, such as Action, Card Game, Casual, Casual Shooter, FPS (First Person Shooter), MOBA, Raching, PPG, Shooter, Simulation, Sports and Strategy and the most are RPG (Rolling Playing Game) type games are 59.4% of the population of all online games in Indonesia (Aulia, 2015: 56).

According to Ridwan (2015: 85), online games are games that are played online via the internet. Games with online facilities via the internet offer more facilities compared to ordinary games (such as video games) because players can communicate with other players around the world via chat. At this time, for teenagers who do not have online game facilities at home, there are internet cafes (warnet) that provide online game facilities, this condition makes it easier for teenagers to play games anywhere and anytime regardless of time, which ultimately causes Teenagers become dependent, indicated to be people who behave compulsively, indifferent to other activities.

Aulia (2015: 67), stated that there are several symptoms for a teenager who is already addicted to online games, namely: 1) spending more time outside school hours playing online games; 2) often fall asleep in class; 3) often neglect school assignments; 4) school grades suddenly dropped; 5) spend more time playing games than playing with friends; 6) distance themselves from social groups (clubs or extracurricular); 7) feel anxious and irritable when unable to play games. While the physical symptoms that can affect a person who is addicted to playing games are, 1) Carpal Tunnel Syndrome, which is a disorder in the wrist due to compressed nerves, such as fingers becoming stiff; 2) experiencing sleep disturbances (imsonia); 3) headache; 4) dry eyes; 5) lazy to eat or eat less regularly; 6) ignoring personal hygiene, for example: bathing.

This is in accordance with the problems at SMK Negeri 1 Sukamara, based on the results of interviews with the counseling teacher on Wednesday 10 February 2022, information was obtained that students were often sleepy during class hours and there were some students who chose to skip school only to play online games so that school grades decreased. Then the counseling teacher also said that during this distance learning several times called students and parents related to student absences in participating in distance learning parents or guardians of students said that while at home their children often played online games.

Then based on the results of interviews with three students on February 11, 2022, the researchers obtained information that a lot of time was spent playing online games rather than studying. Students can spend time playing games from after the evening prayer until just before dawn, students forget to eat and pray because they are preoccupied with playing online games, students often fall asleep during distance learning so they don't participate, students also experience insomnia (sleep disturbance) because they always stay up late playing games. online, student grades decrease in school. In this case online game addiction in students is of course a serious problem that is happening at this time, considering that many negative things are caused by addiction in playing online games. Most students use the internet only by playing online games. As a result, students forget their duties in learning and students become individuals who tend to be far from the social environment. In this case the role of a BK teacher is of course very related to changing behavior, especially the management of dividing study time and self-management of students who experience these problems.

According to Romlah (2016: 3) group guidance is a process of providing assistance given to individuals in group situations. Group guidance can be done by utilizing group dynamics where the number of members is limited to between 8-15 people. Thus allowing group leaders to take a personal approach. This is also carried out on an ongoing basis which provides information by discussing topics about actions that lead to reducing online game addiction in students, both the factors that cause online game addiction, the impact of online game addiction, as well as efforts to reduce online game addiction. Guidance and counseling services have several kinds of techniques, one of which is the modeling technique. According to Djamarah (2015: 238) modeling techniques are ways of teaching that provide opportunities for students to carry out activities to play certain roles found in people's lives. These efforts can be used to reduce online game addiction.

This is in line with research conducted by Anugrah (2020), research shows that there is a decrease in addiction to playing online games after using group guidance services, so it can be concluded that there is an influence of group guidance services with self-management techniques to reduce addiction to playing online games in class VIII C students SMP N 17 Bengkulu City. Furthermore, research conducted by Gunawan (2018), providing modeling techniques with a stimulus in the form of videos is considered appropriate to overcome online game addiction and the impact of maladaptive behavior that arises as a result of online game addiction. In this case, the video provided by the researcher to the research subject is included in the new knowledge that is obtained by the child which is also a modeling stimulus to change maladaptive behavior into more adaptive behavior. Based on the background and description of the problems described above, the researcher is interested in conducting research with the title "The Influence of Group Guidance with Modeling Techniques to Reduce Online Game Addiction in Students of SMK Negeri 1 Sukamara".

Based on the background that has been described, the following problems can be identified: 1) students are often sleepy during class hours, 2 students often fall asleep during distance learning so they don't participate, 3) student grades decrease, 4) parents or guardians of students say that while at home their children play online games more often, 5) a lot of time is spent playing online games rather than studying, 6) Students spend time playing games from after the evening prayer until dawn, 7) students forget to eat and worship because they are so busy playing games online, 8) students also experience insomnia (sleep disturbance).

Based on the results of the problem identification above, the researchers limited the problem to be studied, namely the influence of group guidance with modeling techniques to reduce online game addiction for students at SMK Negeri 1 Sukamara. Based on the limitations of the problem mentioned above, the writer can put forward the formulation of the problem, namely "is there an effect of group guidance with modeling techniques to reduce online game addiction for students at SMK Negeri 1 Sukamara?" Based on the formulation of the problem, the purpose of this study was to determine the effect of group counseling with modeling techniques to reduce online game addiction for students at SMK Negeri 1 Sukamara.

Theoritical Review
Online Game Addiction

Addiction or addiction in the psychology dictionary is defined as a state of physical dependence on an anesthetic. In general, this addiction increases tolerance for a drug, physical and psychological dependence, and adds symptoms of alienation from society when the drug is stopped (Caphin, 2016: 76). The word addiction is usually used in clinical contexts and is euphemistically associated with excessive behavior. The concept of addiction can be

applied to behavior broadly including addiction to information communication technology (Yuswanto, 2010: 45).

According to Tracy (in Angela, 2013: 523), all games require a serious learning process to get to know the characters and the peculiarities of the players, and the rules. Almost all games are addictive, some players can spend hours, even whole days playing them and there are people who spend their entire waking hours playing these games. Online games are games based on visual electronics. Online games are played by utilizing electronic visual media which usually causes radiation to the eyes, so that the eyes become tired and are usually accompanied by headaches.

According to Young (2020: 34) online game addiction is a form of addiction caused by internet technology, or better known as internet addictive disorder. As mentioned that the internet can cause addiction, one of which is Computer game Addiction (playing excessive games). From this it can be seen that online games are part of the internet which is frequently visited and is very popular and can even lead to addiction which has a very high intensity. Meanwhile, according to Sutjipto (2017: 6) online game addiction is a form of addiction caused by internet technology or better known as internet addictive disorder. As mentioned that the internet can cause addiction, one of which is Computer game Addiction (playing excessive games).

From the description above, it can be concluded that addiction is dependent behavior or a condition that is very strong physically and psychologically in doing something, and there is an unpleasant feeling when this cannot be fulfilled. So the notion of online game addiction is a condition in which a person is bound by a very strong habit and cannot be separated from playing online games, from time to time there will be an increase in the frequency, duration or amount of doing so, regardless of the negative consequences that exist. on him.

Modeling Engineering Group Guidance Service

According to Romlah (2013: 86) group guidance techniques are the ways in which group guidance is carried out. In group guidance activities the topics and techniques used must be selected and arranged in such a way as to develop and improve the behavior used through group guidance. In this case the technique is not a goal but only a tool to achieve the goal of guidance, therefore the group leader needs to try and develop his creativity so that he can use and choose the right technique in accordance with the objectives of the group guidance activities he expects.

The technique used in this study, researchers used symbolic modeling techniques which were then combined with group guidance services. Symbolic modeling techniques, namely modeling using media such as films, videos, or manuals by demonstrating the desired behavior.

RESEARCH METHODS

The research method that will be used is an experiment. Experimental research methods are used to find the effect of certain treatments on others under controlled conditions. Arikunto (2013: 207), states that experimental research is research that is intended to determine whether there is an effect of "something" imposed on the investigated subject. In other words, experimental research tries to examine whether there is a causal relationship or not. The design in this study uses true experimental. Sugiyono (2013: 112), states true experimental (true experiment) because in this design it can control all external variables that affect the course of the experiment. This study will use a pretest-posttest control group design, then the research design can be described as follows:

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R      O1 —— X —— O2
R      O3 —————— O4
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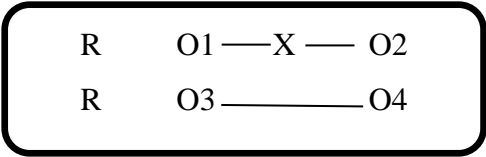
Information:
R   : Randomization
O1   : Pretest experimental group
O2   : Posttest experimental group
O3   : Pretest control group
O4   : Posttest control group
X   : Treatment

Data Analysis Technique

Sugiyono (2016: 137) said that data collection techniques were carried out by means of interviews, questionnaires, and observation. In this study, researchers used a questionnaire in the form of a psychological scale. The researcher uses a questionnaire in the form of a psychological scale because what will be revealed is in the form of psychological attributes, psychological attributes are indirectly revealed through indicators of student online game addiction scales, then compiles psychological statements with the stimulus format in the form of objective statements about online game addiction, by scoring using a scale Likert four alternative answers, namely: very appropriate, appropriate, inappropriate, very inappropriate.

RESEARCH RESULTS AND DISCUSSION
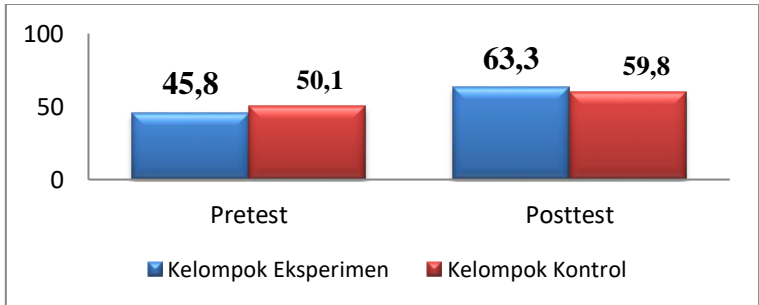
Graph 1. Average Pretest and Posttest Results

Based on the graph of the average pretest and posttest results above, the differences in the results of the pretest in the experimental group with an average of 45.8 and the control group with an average of 50.1, while in the posttest results in the experimental group with an average of 63.3 and the control group with an average of 59.8.

Based on the results of the Lilliefors test calculations that have been tested, the results obtained are L0 < Ltable, so H0 is accepted, meaning that the sample comes from normally distributed data. The sample normality test is in the following table:

Normality test

Table 1. Normality Test

Group	L_o	L_{table}	Conclusion
Experiment	0,108	0,200	Normal distribution
Control	0,155	0,200	Normal distribution

To test the homogeneity of the sample, the F test was used. Based on the results of the F test calculations, the following results were obtained:

Homogeneity Test

Table 2. Homogeneity Test

X^2_{hitung}	X^2_{tabel}	Conclusion
0,27	28,9	Homogeneous

Because Fcount < Ftable is 0.27 < 28.9 then H0 is accepted, so it can be concluded that the samples come from the same or homogeneous population. And if Fcount > Ftable then H0 is rejected.

Based on the results of the t-test analysis, it was obtained tcount of 10.3 while ttable with db = (n1+n2)-2 = (15+15)-2=28 and a significant level of 5% (0.05) of 2.021 (see table t) because the number of tcount > ttable is 10.3 > 2.021 so it can be interpreted as bigger then Ha is accepted. It can be concluded that there is an effect of using group counseling services with modeling techniques on online game addiction.

Discussion

That there is an effect of using group counseling services with modeling techniques on online game addiction. This is in line with research conducted by Putra (2020), there is an influence from treatment using group guidance services using modeling techniques in reducing addiction to playing online games in students. This is evidenced by data analysis which states that H0 is rejected, and Ha is accepted. This means that the addiction to playing online games in students is reduced after being given group guidance services using modeling techniques.

Group guidance services using brainstorming techniques were carried out four times with the themes of compulsion, withdrawal, tolerance, and interpersonal and health-related problems. . The posttest results that have been obtained from the experimental group have an interval level of 56-72 with a low category there are 13 students with a percentage of 87%, and at intervals of 73-88 with a very high category there are 2 students with a percentage of 13%, who have an image or understanding related to addiction online game after being given a treatment or treatment in the form of modeling techniques, whereas in the control group it has an interval level of 39-55 with a low category there are 2 students with a percentage of 13%, and in an interval of 56-72 with a high category there are 13 students with a percentage of 87%. , who has an image or understanding regarding online game addiction without being given treatment or treatment.

According to Sanditaria, (2012: 32) the characteristics of a child who is already addicted to the internet generally include: (a) feeling attached to online games (thinking about online activities when they are offline or expecting the next online session, (b) playing online games with a length of time of more than 14 hours per week and only play one type/type of game, (c) feel the need to play online games with an ever-increasing amount of time to achieve the expected excitement, (d) feel anxious, depressed, depressed, or irritability when trying to cut back or stop playing online games, (e) lying to family members, therapists or other people to conceal how involved with online games, (f) playing online games as a way to escape problems or to alleviate a distressing emotional state (eg feelings of helpless, guilty, anxious, stressed and depressed) (Santoso, 2016).

According to Winkel (2017: 565), "says that the benefits of group guidance for students are to become more aware of the challenges they are facing, are more willing to accept

themselves, realize that their friends also often face problems, difficulties, challenges that are often the same, more dare to express their own views, have the opportunity to discuss together, are willing to accept views put forward by friends rather than those put forward by counselors, can overcome problems that are difficult. "With the focus on the problem that has been determined by the counselor, namely online game addiction at school, group members are trying to solve the problem, namely influencing online game addiction at school." From this statement it can be said that group guidance can help students reduce online game addiction. The results obtained from providing group guidance are that there are positive changes that occur within students, namely, reducing student addiction to online games.

According to Romlah (2016: 3), group guidance is a process of providing assistance given to individuals in group situations. Group guidance can be done by utilizing group dynamics where the number of members is limited to between 10-15 people. Thus allowing group leaders to take a personal approach. This is also carried out on an ongoing basis which provides information by discussing topics about actions that lead to online game addiction in students, the impact of online game addiction.

This is in accordance with research conducted by Firnanda (2019), that there is not only one technique that can be used but there are many techniques that can be used to overcome online game addiction which will later be adjusted to the existing problems. The counseling technique in question is Self Control, Modeling, Self Management, REBT, Counter Behavior, Restructuring Cognitive, CBT. The technique used above has proven effective in reducing online game addiction and is evidenced by the low level of online game addiction after being given counseling techniques. The problem that is rife when someone is addicted to online games is the difficulty of managing time and himself. Not only that, online game addiction can also reduce one's social academic level. Furthermore, research conducted by Narmia (2020), that group guidance services using modeling techniques can reduce addiction to online games for SMP Negeri 2 Lamasi students. Addiction to online games needs to be prevented because the impact will disrupt the lives of adolescents.

Thus it can be concluded that there is an influence of group guidance with modeling techniques to reduce online game addiction for students of SMK Negeri 1 Sukamara.

CONCLUSION

Based on the results of data analysis that the pretest results in the experimental group with an average of 45.8 and the control group with an average of 50.1, while the posttest results in the experimental group with an average of 63.3 and the control group with an average of 59 ,8. In addition, from the results of the t-test analysis, the difference between the posttest between the experimental group and the control group for online game addiction using the t-test formula was obtained at 10.3 > ttable at 2.021 at a significant level of 5%, so tcount is greater than the mean ttable, meaning Ho is rejected and Ha is accepted, so that it can be concluded by going through the hypothesis that says "there is an effect of group guidance with modeling techniques to reduce online game addiction for students at SMK Negeri 1 Sukamara.

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