

Guidance and Counseling Strategies to Overcome Game Addiction in Students as an Effort to Support Social Change

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Histori Artikel	ABSTRACT
Diterima : Tanggal bulan tahun Direvisi : Tanggal bulan tahun Disetujui : Tanggal bulan tahun	<i>Game addiction among Indonesian students are increasing increase and cause impact significant to performance academics, mental health, and interactions social. Research This aiming for explore role Guidance and Counseling (BK) in handle game addiction in students, as well as identify strategies that can applied for reduce problem this. Based on the data obtained from the Padang City Education Office, around 25% of students at the elementary school level school intermediate first and top experience game addiction with duration more from four hours per day, which is related with decline performance academic, disturbance sleep, and improvement anxiety. Research This use approach qualitative with studies literature for analyze the role of BK in give intervention through various strategies, such as counseling. Findings show that interventions involving assessment beginning, approach based on motivation, and support social from parents and schools can help student overcome game addiction and increase quality life they. Research this also emphasizes importance involvement together between BK, parents, and school in create supportive environment change positive on students. It is hoped that the results study This can give outlook for practitioner education in design a more program effective for overcome game addiction among student.</i>
Keywords : <i>Teenagers; Guidance and Counseling Teachers; Game Addiction</i>	

INTRODUCTION

Phenomenon game addiction among student the more become a concerning problem, especially in Indonesia (Ihtirom, 2022; Novrialdy & Atyarizal, 2019). Based on data from the Ministry of Communication and Information, around 70% of teenagers in Indonesia are involved in activity playing games, with 30% of them show signs addicted (Padli et al., 2024; Prasetyo, Kurniawan, Putra, & Sipayung, 2024; Sari et al., 2023). Phenomenon This become more real, students at school intermediate on experience game addiction that has an impact negative on activity Study them (Cahyana et al., 2020; Sidqi et al., 2022) . Addicted to this game has change pattern life students, where the time it should be used For activity learn, interact social, or take a rest now more Lots spent in the gaming world (Amirudin et al., 2023; Azis & Hidayat, 2022; Wahid & Fauzan, 2021).

The impact from game addiction is very significant, both in aspect academic, psychological, and social student (Canu & Hayati, 2022; Hidayat et al., 2024). Research show that Students who are addicted to games tend to own mark more academic low, frequent experience disturbance sleep, and show level more anxiety tall compared to students who do not game addiction (Achساني, 2023; Rini & Huriah, 2020; Wijayanto, 2018). In addition that, game addiction is also related with decline quality connection social students (Sadif & Rasmi, 2023; Salimah & Zukdi, 2020). Therefore that, game addiction is not only individual problems, but also have an impact on the dynamics social at the level school.

For overcome problem this, role Guidance and Counseling (BK) becomes very crucial. As services available at school, BK has not quite enough answer For give support to students who experience game (Nasution, Jamaris, et al., 2023). The approach taken by the BK counselor can help student understand reason addicted they, as well as give appropriate intervention For overcome problem said (Nasution, S., Hariko, R., & Karneli, 2023; Nasution, Asyraf, et al., 2023). One of the approaches that can applied is give education about impact negative from game addiction, as well as help student find activity a better alternative beneficial For fill in time free time them. Through intensive mentoring, students can given chance For develop potential yourself outside the game world.

Besides that, BK can also become connector between students, parents, and other parties school For create supportive environment change behavior (Hasibuan & Khairuddin, 2024; Wea & Iswahyudi, 2019). With Work same good between third party said, efforts For overcome game addiction can done in a way more structured and coordinated (Nyoman et al., 2024; Prasetyo, Kurniawan, Putra, & Candra, 2024; Selviani et al., 2023, 2024). BK can also play a role in give training to parents about method supervise children's game usage they with wise, and to educate student about importance balance between time playing games and activities productive others (Pujawati, 2021; Ratnaningrum et al., 2022). Support This is very important for students No feel trapped in addiction, but can utilise technology with positive way. Goal from study This is for know more in about the role of BK in handle game addiction in students, as well as For explore various strategies that can used in support change social among students. Research this also aims For dig more carry on about how BK can help student For overcome game addiction, as well as give description about successes and challenges faced in implementation of the strategy. The hope is that through study this, can found a more approach effective and relevant in overcome problem increasing game addiction increasing among student.

As part from effort support change social, research this also want give contribution in increase awareness will importance the role of BK in schools in handle game addiction. Changes the social in question in context This is change in pattern think student about use more time productive, as well as ability For balancing between activity play and learn. Through role of BK, students expected can Study For make more choices wise in manage time them, so that can support development more academic and social good in the future. With Thus, research This expected can become reference for practitioner education and maker policy in design more programs effective For overcome game addiction in students.

RESEARCH METHOD

Study This use approach qualitative with studies literature as method main. Approach This chosen Because allow researcher For dig in- depth information about role guidance counseling (BK) in overcome game addiction. With analyze various sources, such as article journals, books and reports case, researcher can identify patterns and strategies that have been succeed applied in various context (Ahmad, 2022). Approach This also provides room for researcher For explore experience and perspective students, teachers, and counselor in handle problem This.

Data sources used in study This covering article journal, book, report cases, and other relevant sources, as well as data from the Padang City Education Office which provides context local about game addiction among students in the area those. Stages data analysis in study This covering identification concept, classification of BK strategies, and assessment effectiveness of the strategy. First, the researcher will identify various related concepts with game addiction and guidance counseling. Furthermore, the BK strategy that has been applied in various school will classified based on its effectiveness. Finally, researchers will evaluate impact from the strategy to students who experience game addiction, as well as How matter This contribute to change more social wide (Sutantri, 2024).

RESULTS AND DISCUSSION

1. Game Addiction Factors

In general Psychologically, game addiction is often caused by dissatisfaction to life real, like problem social, pressure academic, or feeling loneliness, which makes student look for escape through games (Nur & Wijanarko, 2024; ZEBUA, 2024) . Other factors such as lack of support emotional from family and stress social also participates to worsen condition Where is this student feel No There is another place to get attention or confession (Nur & Wijanarko, 2024) . Combined from factors This create circle difficult addiction for disconnected, disturbing activity every day, including learn, interact social, and maintain health physique they.

2. Impact of Game Addiction

Game addiction can trigger various negative impacts, including mental health problems such as depression and anxiety, as well as decreased academic achievement (Kamaruddin et al., 2023; Niswah et al., 2023; Putri et al., 2023). Other impacts based on research show that students who are addicted to games tend to have problems with concentration and learning motivation (Adiningtiyas, 2017; Masfiah & Putri, 2019; Wiguna et al., 2020). In addition, their social interactions are also disrupted, which can lead to social isolation (Kurnia et al., 2023; Saputra, 2020).

3. The Role of Guidance and Counseling

Guidance and counseling in schools is considered an effective intervention in overcoming game addiction (Prasetiawan, 2016; Zulaiyah, 2020). School counselors can provide emotional support, help students recognize their problems, and provide strategies to reduce game playing time (Diana & Inggarsari, 2022).

Addiction in students can impact wide, starting from decline performance academic until disturbance mental health, such as anxiety and depression (Daulay et al., 2023; Hadisaputra et al., 2022). Given significant impact, important for Guidance and Counseling (BK) Teachers to implementing a holistic and structured strategy in handle problem this. One of step the beginning that can taken is do assessment to student For understand how far they are involved in game addiction, as well as identify factors the cause, such as pressure social, lack of support emotional, or dissatisfaction to life real. Assessment This will give clear picture about level addiction and the aspects that need to be considered fixed in life student.

After assessment, BK teachers can apply approach appropriate counseling, such as Cognitive Behavioral Therapy (CBT), which has been shown to effective in change pattern thoughts and behavior student related game addiction (Nuviani, 2023). CBT focuses on helping student recognize and change pattern think underlying negative habit excessive gaming, as well replace it with pattern think more positive and realistic (Netrawati, 2022; Netrawati et al., 2019, 2021).

Through techniques in CBT, such as restructuring cognitive, students can Study For control encouragement they For play games and change them with more activities

productive and useful. In a number of case, reinforcement motivation through approach based on motivation can also applied For increase awareness student about impact term long from game addiction to health physical, mental and achievement academic they.

Besides that, counseling strategy groups can also used as means effective For reduce game addiction (Handayani, 2017; Irene, 2023). Through counseling group, students can share experience and gain support social from Friend peers who have problem similar (Rohimah & Karneli, 2024). Services This No only help student feel supported, but also can increase skills social they, which are often overlooked in students who are addicted to games. Counseling group give chance for student For each other remind and motivate, create a mutually supportive environment support For change behavior (Lumongga, 2017; Rasimin & Hamdi, 2021).

With Thus, the strategy implemented by the guidance and counseling teacher in reduce game addiction must involving a diverse and comprehensive approach. Starting with in- depth assessment, continued with implementation counseling CBT and group based, as well as involving support from family and environment social students. Steps This expected can help student overcome game addiction and increase quality life they Good in aspect academic and also psychological.

CONCLUSSION

In face phenomenon game addiction among students, roles Guidance and counseling very much crucial. Through the right strategy, BK can help student overcome addiction, fix performance academic, and support change more social good. Research This show that a comprehensive and collaborative approach between BK, students, and parents is very necessary for create environment healthy learning. With Thus, efforts for overcome game addiction no only become not quite enough answer individual, but also involving all over community education.

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