The Implementation of Self-Control and Self-Management to Reduce Online Game Addiction in Students of Smp N 1 Jangka

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Abstract
The research aims to determine the influence of self-control and self-management in decreasing the online game addiction in students. This research is in the form of a pseudo experiment. The sampling collection was conducted using purposive sampling technique accounted for all 261 SMP N 1 Jangka students. The sample were the students that had been addicted to online game for six months since they started playing the game and the number of addicted students were 50. Data were collected using questionnaires that was previously validated by experts and tested. Based on the results and analysis, the average score obtained by control class of self-control has increased by 0.52 points, and for the experimental class has increased by 1.71 points. The average score for the self-management control class has increased by 0.47 points, for the experimental class has increased by 1.74 points and the average score of online game addiction for the control class has increased by 0.62 points, and an increase of 1.74 points for experimental class. The aforementioned data shows that there is a significant difference in the reduction of online game addiction in experimental class because the average value of the experimental class is higher compared to the average value of the control class. Therefore, the strategy of the implementation of self-control and self-management is capable of reducing online game addiction in SMP N 1 Jangka students.

Keywords: *self-control, self-management, online game addiction*

I. Background

The development of information technology and mass communication nowadays affects society, especially the invention of the internet which is now increasingly favored by the public. Various convenience can be obtained by simply accessing the internet. A research byMukodin (2004) mentioned that the internet facilities that frequently used are 88% of email, 84% of world wide web, 79% of chatting, 68% of file downloading, 18% of net using newgroup, and 16% of online games.

The availability of those facilities enables a quick access of internet for children. However, lack of parental supervision leads to a higher likelihood for children to be addicted to online game. Children with internet addiction, on average, have internet access at home and use internet services at internet cafes. Hence, the facilities provided by the parents must be supported by good supervision from parents.

Based on Marsyah (2016:4), there are several internal and external factors causing online game addiction in teenagers. The internal factors causing online game addiction include:
1.   The strong desire of teenagers to obtain high scores in the online game, because online games are designed in such a way to make gamers are curious and want to get higher scores.
2.   The boredom felt by teenagers when they are at home or at school.

3.   The inability to set priorities for other important activities is also a cause of addiction to online games.
4.   Lack of self-control in teenagers, so the teenagers are not fully aware of the negative impacts arising from excessive playing of online games.

The disadvantages for students who are addicted to online games include forgetting to learn, forgetting about time and decreasing of health due to lack of sports. Among other factors causing online game addiction, the focus of this study is the lack of self-control and self-management in teenagers.

Based on a preliminary study on students of SMP N 1 Jangka, accessing the internet is an important part of their life currently. The initial survey of interviews on 10 students conducted on Monday, 10/02/2020 showed that most of the students accessed the internet using their cell phones. One student accesses the internet for no more than 3 hours per day, two students access the internet for up to 6-7 hours per day, five students access the internet for 8-10 hours per day, and two students access the internet for more than 10 hours per day. The duration increases during the school holiday. All of these students stated that the activity of accessing the internet was only for entertainment, such as playing online games and streaming movies.

Individuals with a good self-control are able to control themselves in playing online games, so they can use online games according to its needs and capacity as entertainment. On the other hand, individuals with poor self-control have a lack of ability to control themselves, so they excessively play online games which causes addiction. The higher a person's self-control, the lower his online game addiction, conversely, the lower his self-control, the higher his online game addiction. To improve students' self-control skills, it is necessary to provide self-control with the procedural stages which include ways to manage situations, manage behaviour and manage consequences hence the students are able to control themselves in playing online games and direct their behaviour in a more positive direction.

Self-control is a procedure in which individuals control their behaviour themselves. the individuals are involved in some or all of the basic components, (Komalasari, 2004:180). Another opinion also states that self-management is a counseling technique that helps counseling direct or regulate its own behaviour (Mahmud and Sunarty, 2012: 96).

Self-management is one of the implementations of behaviour modification theory and is a combination of behaviouristic theory and point cognitive theory, where this counseling technique is responsible for self-direction to achieve predetermined behaviour. This management is a process of changing the "totality of oneself" both from an intellectual, emotional, spiritual and physical perspective so that the goals that a person wants to achieve is totally understood, designed and implemented by that person. In accordance with the factors that cause online game addiction, namely the lack of self-control and self-management in teenagers, so that teenagers are less able to anticipate the negative impacts arising from playing online games excessively, hence the use of self-control and self-management are expected to reduce online game addiction in the school environment.

Based on the above background, the researcher tried to do a research with the title "The Implementation of Self-Control and Self-Management to Reduce Online Game Addiction in SMP N 1 Jangka Students".

A.   SELF CONTROL

Self-control is related to how individuals control emotions and impulses from within themselves. Self-control involves the ability to manipulate oneself to both reduce and increase their behavior and direct behavior that can lead to positive consequences. Where they are usually active in the game world, they will switch to sporting activities and be able to organize themselves. As stated by Ghufron (2010: 22), he defines self-control as the ability to organize, guide, regulate and direct forms of behavior that can lead individuals to positive consequences.

B.   SELF MANAGEMENT

Self-management is principles or procedures that include self-monitoring, positive reinforcement (self-reward), self-contracting, control of stimuli (stimulus control) and a link between cognitive techniques. behavior, and affective with a systematic arrangement based on the cognitive-behavior therapy approach. Self-management is used to increase students' skills in the expected learning process. Change of self-management behavior is one of the applications behavior modification theory and is a combination of behavioristic theory and social cognitive theory. This is new in helping counseling solve problems because in this technique the emphasis is on counseling to change behavior that is considered detrimental which previously emphasized the help of others. The use of self-management strategies, in addition to teenagers can achieve the targeted behavior changes, teenagers can also develop their self-management skills (Zakiyah, 2010: 36).

C. THE DEFINITION OF ONLINE GAME ADDICTION

Online game is one of the games that require internet connection and are highly demanded by all ages from children to adults. Online games are favored by all people from different ages because online games can be used as an alternative to eliminate boredom after being tired of activities and aa a means of refreshing. However, not everyone can control it well until they become addicted to playing online games. Many of the users of internet facilities such as online games ignore their obligations and play online games (Laili, 2015: 2).

II.   Research Methodology

This research is an experimental research. The experiment conducted in this research is a quasi-experiment or pseudo experiment because the researcher applied counselling action. In addition, in quasi-experimental research, the environment which affects the results of the research cannot be controlled. The sample of this research is the student of SMP N 1 Jangka in Bireuen district totalling of 261 students, aged 13 to 15 years. The chosen subjects are subjects that have accessed the online games for at least 6 months from the time the subjects first started playing online games. Research design is a method used to collect research data so that the research results can be proven.

Based on Arikunto (2002:78) "pre-test post-test one group design is a research conducted twice namely, before the experiments (pre-test) and after the experiment (post-test) with a single subject group". The author utilizes this research design because it is considered appropriate for the title of this research. The data processing was performed using SPSS For Windows. This study was conducted in July by submitting a research permit letter to Youth and Sport office of Bireuen district, in order to carry out a research at SMP N 1 Jangka.

III.   Results

The research data obtained consisted of: (1) self-control data, (2) self-management data, and (3) online game addiction. For data processing purposes, the data are tabulated into tables. Self-control variables (X1) and self-management variables (X2) and online game addiction (Y) were measured using a questionnaire. All of this data is shown in the following image:

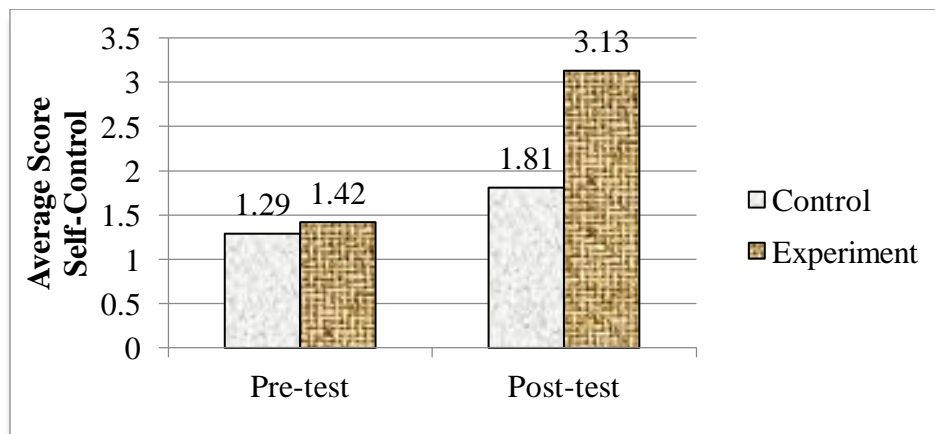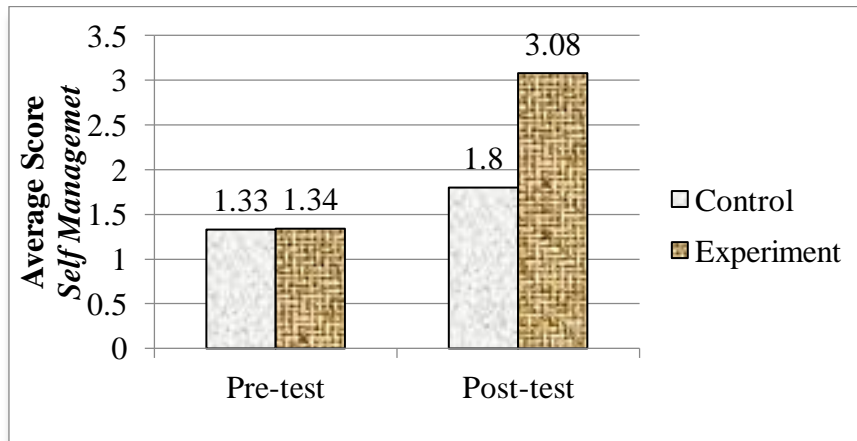The increase in the average self-control value of control and experimental class students can be seen in Figure 1.

Figure 1. Comparison of the self-control average value of pre-test, post-test, control and experimental class

Based on the above figure 1, it can be seen that the average value of control class increases by 0.52 points, and 1.71 points of increase for experimental class. Based on these data it can be concluded that the average value of the experimental class is higher than the average value of the control class, thus there is an increase in self-control in SMP N 1 Jangka students.

An illustration of the increase in the average self-management value of control and experimental class students can be seen in Figure 2.

Figure 2. Comparison of the average value of self-management in the pre-test, post-test, control and experimental class

Based on the figure 2 above, it can be seen that the average value of pre-test and post-test of control class increases by 0.47 points, while the value of experimental class increases by 1.74 points. Based on this data, it can be concluded that the average value of experimental class is higher compared to the average value of control class. Therefore, there is an increase in self-management in SMP N 1 Jangka students.

An illustration of the increase in the average online game addiction value of control and experimental class students can be seen in Figure 3.
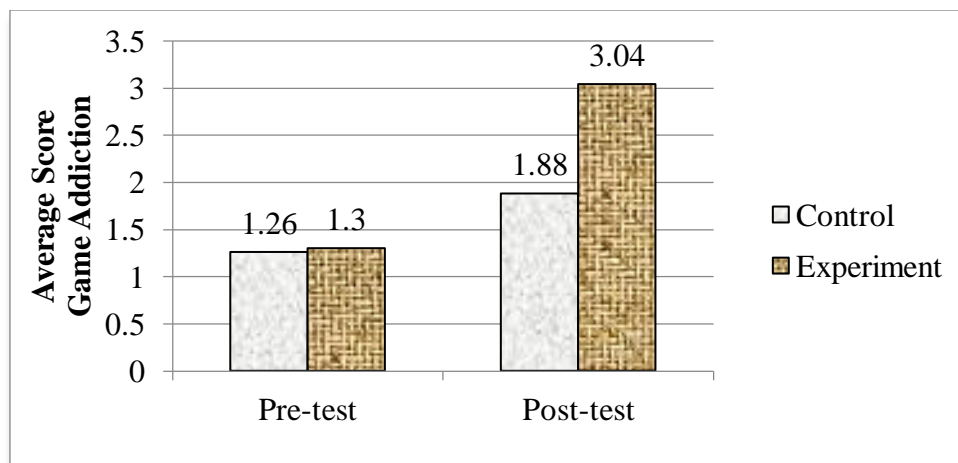
Figure 3. Comparison of the average value of online game addiction in pre-test, post-test, control and experimental class.

Based on figure 3, it can be seen that the pre-test and post-test average value of control class increases by 0.62 points, while in experimental class, the value increases by 1.74 points. Based on these data, it can be concluded that the average value of experimental class is higher compared to control class. Therefore, there is a decrease in online game addiction in SMP N 1 Jangka.

The data on the reduction of students' online game addiction is homogeneous and normally distributed, so the Mann-Whitney test is used to test the mean difference between the two classes by taking a significant level (α) of 0.05. After the data processing has been conducted, the results are found as showed in table 4.10.

Table Mann-Whitney Test Results on Online Game Addiction Reduction in Control and Experiment Class

No	Data Source	Class	Variable	t count	t table	Interpretation	Conclusion
1.	*Pre-test*	Experiment	Self-Control	-0.246	2.011	$t_{count} < t_{table}$	No significant difference
			Self-Management	-0.251	2.011	$t_{count} < t_{table}$	No significant difference
		Control	Game Addiction	-0.372	2.011	$t_{count} < t_{table}$	No significant difference
2.	*Post-test*	Experiment	Self-Control	3.319	2.011	$t_{count} > t_{tab}$	No significant difference
			Self-Management	3.259	2.011	$t_{count} > t_{table}$	No significant difference
		Control	Game Addiction	3.197	2.011	$t_{count} > t_{table}$	No significant difference

Based on the table 4.5, the statistical test on pre-test value of self-control of both classes are obtained as t_{count} of -0.246 and t_{table} of 2.011 or $t_{count} < t_{table}$. The pre-test value of self-management from both classes are obtained as much as t_{count} -0.251 and t_{table} of 2.011 or $t_{count} < t_{table}$. Moreover, the pre-test value of game online addiction obtained for both classes are t_{count} of -0.372 and t_{table} of 2.011 or $t_{count} < t_{table}$. Therefore, it can be concluded that there is no significant difference between the pre-test score for decreasing game addiction of students in both control and experimental class. However, the post-test data of both classes show that the result of the analysis of post-test value of self-control t_{count} is 3.319 and t_{table} is 2.011, self-management post-test t_{count} is 3.259 and t_{table} is 2.011, post-test of game addiction t_{count} is 3.197 and t_{table} is 2.011. Therefore, it can be concluded that there is a significant difference between post-test score to reduce the student's game addiction for control and experimental class.

IV. Conclusion

Based on research results and data processing, it can be concluded as below:

1.   There is a significant influence between the implementation of self-control on online game addiction which resulting in a t-test number of 3.319 with a determination of contribution of 95.2. This number indicates that high self-control can reduce game online addiction because students with high self-control can manage themselves from playing games to being active in sports.

2.   There is a significance between the application of self-management on the online game addiction, resulting in a t-test number of 3.259 with a contribution determination of 95.5%. The number indicates that a high self-management can reduce game online addiction because students with high self-management can develop their habits from playing games to being active in sports.

3.   There is a significant influence between the implementation of self-control and self-management on online game addiction, resulting in a t-test number of 3.197 with a contribution determination of 97.1%. The number indicate that self-control and self-management together can reduce the student's online game addiction because the students with high self-control and self-management are able to manage, develop, regulate, guide, organize themselves and direct their behaviour toward a positive consequence that is from playing online games to become active in sports.

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