



## The Effect of CBT Approach Group Counseling in Reduce Online Game Addiction

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### ABSTRACT

Junior High School Elementary School students are currently experiencing the problem of high levels of addiction to online games, impacting on academic and non-academic achievements. One technique that is considered appropriate for reducing addiction is through counseling with the CBT approach. This study aims to determine the effect of CBT counseling techniques in reducing online game addiction. The approach used is polytheistic with a pretest-posttest experimental design. The research population is SMPN students with a sample of 10 people. The instrument used in online game addiction scale with t-test data analysis. Based on the results of data analysis, the results obtained were that there was an influence of the CBT approach group counseling in reducing online game addiction. These results are recommended for teachers and practitioners to be able to use CBT counseling techniques to overcome the problem of online game addiction.

**Keywords:** CBT, group counseling, online, game addiction

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## INTRODUCTION

In the current era of globalization, information and communication technology is developing very rapidly because the technology is always being updated. The internet is one of the products of technological advances, where the internet makes human work easier, more effective and efficient, not only that, the internet also provides facilities such as online games. This online game can also make students become addicted so that it will have an impact on

academic and non-academic achievements in students due to online game addiction so that it makes students lazy to study. Sari et al., (2022) said games or games were originally created as a means of unwinding or dealing with stress. Therefore, playing games is only done in spare time and game content is dominated by entertainment. Along with the times, games can be played online, so players don't have to be in one place (Susanto et al., 2022) . Addiction to online games can have a negative impact on adolescents. So efforts are needed so that teenagers can avoid online game addiction. Many studies have been conducted on online game addiction (Novrialdy, 2019; A. P. Sari & Rahayu, 2022).

Online games are games based on visual electronics. (Hidayah, 2021; Marwinda, 2022) online-based games are games that can be played by many people using technological media or machines where the media is connected in one network. Which makes someone who plays it less concerned with the people around him and makes his interpersonal relationships diminish. Game addiction is one type of Internet addiction that encapsulates the maladaptive psychological dependency on a specific family of IT artifacts – online games (Xu et al., 2012).

Addiction to online games is a form of addiction caused by internet technology or better known as internet addictive disorder (Akbar, 2020). Individual survey items gathered data on demo-graphic information, game usage patterns, social behaviors of users, and the user's game purchasing habits. Demographic information collected was gen- der, educational level, professional level, hours per week spent playing games, and time of day spent playing (Ng & Wiemer-Hastings, 2005). Such definitions demonstrate that the concept of addiction has changed over time and due to the current research context this definition is all encompassing (referring to both chemical and non-chemical behav- iours). The six core components of addiction (i.e. salience, mood modification, tolerance, withdrawal symptoms, conflict and relapse) (Hussain et al., 2012)

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. So 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 duration or frequency regardless of the negative consequences that will be caused to him (Dewi & Asraf, 2020). Online games are one type of social network that is in great demand by children, teenagers and even adults. Online games can cause players to lose time, this happens because the average player abuses their activities because game players (gamers) state that online games are fun and can eliminate boredom (Hakim et al., 2017; Hussain et al., 2012).

Someone who is addicted to games can be seen from the component of addiction, namely overuse, where the person forgets all activities that regulate one's thoughts, feelings, and behavior (Hakim et al., 2017; Hussain et al., 2012; Trimawati & Wakhid, 2020; Vera & Netrawati, 2019; Lee, 2011). Addiction to online games is a disorder of control over the desire or desire to play online games excessively, compulsively or self-satisfying, resulting in helplessness or inability to stop online gaming activities which ultimately affects normal activities. Addiction or excessive playing online games has various impacts. For example, it

can make children lazy to study, do assignments, find it difficult when asked by their parents, and forget the time (Prasetyawan, 2016; Rizai, 2021; Vera & Netrawati, 2019; Fitriani et al., 2022)

According to Lemmens there are seven aspects of online game addiction namely Salience (thinking about playing online games all day long), Tolerance (playing online game time increases), Mood Modification (playing online games to escape from problems), Relapse (tendency to play online games returning after a long time not playing), Withdrawal (feeling bad when not playing online games), Conflict (arguing with others because of playing online games), Problems (ignoring other activities causing problems) .

Based on the theoretical concepts above, it can be understood that online game addiction is a form of addiction caused by internet technology or better known as internet addictive disorder. Addiction to online games makes a person/individual dependent excessively on the use of online games which will eventually have negative consequences and effects on him/her.

Group counseling is a service provided to a group of individuals in order to overcome relatively the same problems, so that individuals do not experience obstacles to developing all their potential (Prasetyawan, 2016; Prasetyawan et al., 2023). Group counseling services are assistance efforts provided to students in order to provide convenience in the development and growth of students, group counseling is preventive (El Fiah & Anggralisa, 2017) Group counseling is an effort to provide assistance to students through groups to obtain useful information in order to be able to solve problems encountered, be able to plan, make the right decisions, and to improve and develop understanding of oneself, others, and the environment in shaping behavior. more effective (Hariyati et al., 2021; Husnia et al., 2022; Alfiani et al., 2023). The goal of group counseling is to facilitate personal development and growth. This means encouraging individuals and groups to fully utilize their potential to change and realize themselves through counseling (Gading, 2020; Prasetyawan et al., 2023; Rusfa et al., 2022).

Group Counseling is an excellent support service system to help develop personal abilities, prevention, and deal with interpersonal conflicts or problem solving (Amelia & Silvanteri, 2023; Hariyati., Silvanetri., Ardimen., 2021; Syafitri et al., 2022). Group counseling services are the efforts of mentors or counselors to help solving personal problems through group activities in order to achieve optimal development (Afriwilda & Mulawarman, 2021; Subandi et al., 2020). Group counseling is a form of counseling by utilizing groups to help, provide feedback and learning experiences. The group atmosphere, namely the relationship between everyone involved in the group, can be a vehicle where each member of the group (individually) can utilize all information (Sucipto et al., 2020). Group counseling is a service provided to a group of individuals in order to overcome relatively the same problems, so that individuals do not experience obstacles to developing all their potential (Prasetyawan, 2016; Prasetyawan et al., 2023).

Therapists report that the combined Cognitive Behavioral Treatment and Motivational Interviewing program 'Lifestyle Training', which is ordinarily used for substance dependence and pathological gambling, fits the problem of internet addiction quite well. Interventions focused at controlling and reducing internet use, and involved expanding (real life) social

contacts, regaining a proper daily structure, constructive use of free time, and reframing beliefs (van Rooij et al., 2012). According to some reports, the symptoms of computer

addiction are quite specific and include both psychological and physical symptoms. Psychological symptoms include: (1) having a sense of well-being or euphoria while at the computer, (2) inability to stop the activity, (3) craving more and more time at the computer, (4) neglect of family and friends, (5) feeling empty, depressed, irritable when not at the computer, (6) lying to employers and family about activities, and (7) problems with school or job. Physical symptoms include: (1) carpal tunnel syndrome, (2) dry eyes, (3) migraine headaches, (4) back aches, (5) eating irregularities, such as skipping meals, (6) failure to attend to personal hygiene, and (7) sleep disturbances, change in sleep pattern (Griffiths & Meredith, 2009).

Internet addiction behavior management must be done by considering the dangers it causes. CBT cognitive behavioral therapy is one possible therapy for internet addiction. CBT is a therapeutic and educative approach which is a combination of theories and techniques of behavioral therapy and cognitive therapy (Dewi & Asraf, 2020; Hakim et al., 2017; Rusfa et al., 2022). CBT is a therapy that connects thoughts, emotions and behavior. The main purpose of this counseling is to help the counselee bring up problematic cognitive restructuring and beliefs in order to create changes in emotions and behavior to be more positive (Aini & Nuryono, 2020). In other classical references of cognitive-behavioral therapy, the phenomenon of insight seemed to be implied but was termed “cognitive change,” “cognitive restructuring,” “rational restructuring,” “cognitive realignment,” “rational re-evaluation,” or “discovery of irrationality.” For Beck (1976), the process of cognitive change consisted of becoming aware of one’s thoughts, recognizing which thoughts are inaccurate, substituting more accurate thoughts. Insight, one could argue, is involved in recognizing the irrationality of automatic thoughts and becoming aware of alternative cognitions (Grosse Holtforth et al., 2007)

CBT is counseling done to improve and treat mental health. This counseling will be directed at modifying the functions of thinking, feeling and acting, by emphasizing the brain as an analyzer, decision maker, asking questions, acting, and deciding again. Thus the task of the counselor is to help and guide the client well towards a better life (Mazidah et al., 2022; Putri & Ramadhani, 2022; I. D. N. Sari et al., 2022; Silvianetri, 2018). CBT can be contrasted with purely behavioral treatments in which cognition is not considered an important explanatory variable and is not identified as a specific target for intervention. In the meta-analyses we review, there were occasionally comparisons in which studies on CBT and studies on behavior therapy were combined for analysis. When this was the case, we recalculated the effect size for the particular comparison excluding the purely behavioral studies (Butler et al., 2006)

CBT is psychotherapy that focuses on cognitive which is then combined in a real way, that is, when an individual changes his negative thoughts, he will indirectly change his behavior without realizing it. CBT as a counseling approach designed to solve counselee problems by rearranging deviant behavior and cognition. The counseling process is based on the counselee's understanding of the counselee's specific beliefs and behavior. Counseling

cognitive behavioral therapy (CBT) is a theoretical model that links thoughts with emotions and behavior. The counseling process is based on the counselee's conceptualization or understanding of the counselee's specific beliefs and behavior patterns. The hope of cognitive behavioral therapy (CBT) is the emergence of deviant cognitive restructuring and belief systems to bring changes in emotions and behavior in a better direction” (Dharsana et al., 2019; Munley et al., 2004; Rofiah et al., 2021; Tampi et al., 2023).

Cognitive Behavioral Therapy (CBT), is a counseling approach that focuses on deviating cognitive understanding due to events that harm him both physically and psychologically. This counseling will be directed at modifying the functions of thinking, feeling and acting, by emphasizing the brain as an analyzer, decision maker, asking questions, acting, and deciding again. The goal of Cognitive Behavioral Therapy (CBT) is to invite individuals to learn to change behavior, calm their minds and grow so that they feel better, think more clearly and help make the right decisions. The counseling process is based on the counselee's understanding of the counselee's specific beliefs and behavior. The desired expectation from CBT is to make cognitive and deviant behavior realignment and create a belief system so that it can change emotions in a better direction (Anson et al., 2009; Farjantoky et al., 2020; N. Y. Sari et al., 2019).

Cognitive Behavior Therapy Approach Counseling Services are counseling services carried out by counselors (Muslim et al., 2019; Permana, 2022; van Rooij et al., 2012). These services are designed to solve the problems of counselees who engage in deviant behavior so that there is improvement in behavior in a positive direction again. Disturbed cognitive processes will interfere psychologically and physically and will have a negative effect on the behavior that appears (Anson et al., 2009; Dharsana et al., 2019; Fitria et al., 2020; Permana, 2022; A. P. Sari & Rahayu, 2022). Therefore cognition that is not functioning properly, is reconstructed so that it is a positive and optimistic way of thinking. Counseling group counseling activities using the cognitive behavior therapy approach are the initial stage, the implementation stage which consists of strengthening, contingency contracts, giving examples, and evaluating behavior, and the final stage (Milfayetty et al., 2020). The goal of CBT therapy is to persuade clients to challenge wrong thoughts (and emotions) by presenting evidence that contradicts their beliefs about the problem at hand.

The CBT technique is counseling that focuses on restructuring or improving cognitive deviance due to events that harm him both physically and psychologically and looks more to the future than the past. Cognitive aspects in CBT include changing ways of thinking, beliefs, attitudes, assumptions, imagination, and facilitating counselees to learn to recognize and change mistakes in their cognitive aspects.

States that CBT has advantages compared to other psychotherapy in dealing with behavioral disorders for the following reasons:

1. CBT tends to be directive. Counselors act and play an active role during the counseling process and provide more specific advice.
2. CBT solves the problem specifically. One of the therapy techniques used by counselors is to help individuals get to the root of the problem.
3. CBT focuses on current beliefs and behaviors.

4. In the CBT process, the counselor and the client are friends/colleagues who work together during the counseling period.
5. In CBT it is the client who determines the counseling goals, with little input from the counselor.
6. In CBT an assessment is carried out to evaluate several counseling techniques that can be changed for the effectiveness of counseling.
7. CBT can also change a person's beliefs and behavior so that they are able to better manage their behavior (Fitria et al., 2020).

## **RESEARCH METHODOLOGY**

In this research, it can be interpreted as a scientific way to obtain valid data with the aim of finding, developing, and demonstrating certain knowledge so that in turn it can be used to understand, solve and anticipate problems in the field of education. The experimental research method is research that aims to determine the effect of a given treatment on an object under study (Rusfa et al., 2022; Sucipto et al., 2020). This study consisted of two variables, namely one independent variable, also called the independent variable, namely Y = online game addiction, and the other dependent variable, also known as the dependent variable, namely X = CBT approach group counseling service.

This approach uses a quantitative approach, namely by collecting data in the form of numbers. The data in the form of numbers is processed and analyzed to obtain scientific information from these numbers. The type used in this research is a pre-experimental design set *pre-test* and *pos-test*.

In this study, a pre-experimental design was used with a set of pre-test and post-test designs. Thus this study did not have a control group, the researchers only compared the conditions when given the pre-test and post-test. Before the subject is given treatment, the researcher does it first *pre-test* ( $O_1$ ), then given treatment (X), then given *post-test* ( $O_2$ ).

The meetings held during this study consisted of 6 sessions, namely 4 sessions for treatment giving and 2 meeting sessions for measurement *pre-test* and *post-test*. Researchers carry out *treatment* CBT group counseling services are carried out according to the stages of group counseling in general, namely, the stages of formation, transition, activity and termination.

**Table 1**  
**One Group Pre-test and Post-test Design.**

| Measurement<br>(Pre-test) | Treatment<br>(X) | Measurement<br>(Post-test) |
|---------------------------|------------------|----------------------------|
| $O_1$                     | X                | $O_2$                      |

The data collection tool used in this research is the online game addiction scale. A questionnaire is a collection of data that is provided by providing a series of written

statements or questions to be answered by respondents. Also can be seen in the reliability table below:

**Table 2**  
**Reliability Test**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .810             | 24         |

Based on the table above, it can be understood that the reliability calculation result using SPSS 18 is 0.810. The results of the reliability test showed that the Cronbach's alpha coefficient on the questionnaire was 0.810. The results of the online game addiction scale are analyzed quantitatively so that a conclusion can be drawn whether the product produced is effective enough in providing change for the user. The effectiveness test was carried out using the t-test.

**RESULT AND DISCUSSION**

SMPN 3 Pulau Arjung has approximately 300 students. At the time of the study, the researcher took the population in this study only class VIII with a total of 82 students. After doing the research, it was found that more than half of the children who had online game addiction were in class VIII, after seeing that the researchers took 10 students as samples for this study. The results of the preset online game addiction level carried out by students, there were 10 students who were categorized into high and very high online game addiction. The author presents research data that reveals the effectiveness of group counseling Cognitive Behavior Therapy (CBT) techniques to minimize online game addiction at SMP Negeri 3 Pulau Punjung, the first thing the author does is give a pretest to 82 students who make up the population, after the data is distributed, and processed. The results of the pretest data were taken by 10 students who had high and very high online game addiction.

Based on the results of research conducted by the authors at SMPN 3 Pulau Punjung regarding the effectiveness of group counseling services using Cognitive Behavior Therapy (CBT) techniques, before being given treatment the authors conducted a pretest first to see the online game addiction category in class VIII students.

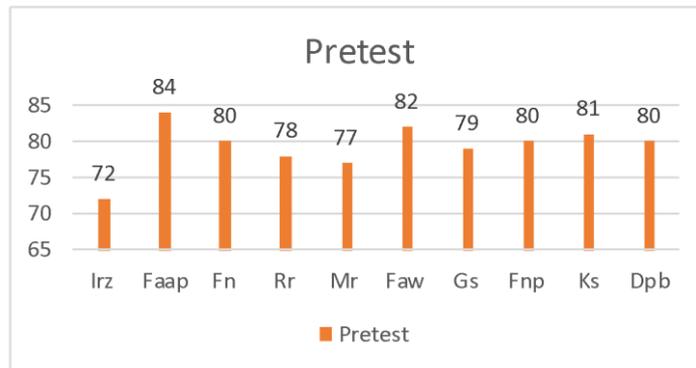
**Table 3**

**Pretest data processing results of online game addiction**

| No               | Initials | Score       | Category         |
|------------------|----------|-------------|------------------|
| 1                | Irz      | 72          | Height           |
| 2                | Faap     | 84          | Very high        |
| 3                | Fn       | 80          | Very high        |
| 4                | Rr       | 78          | Height           |
| 5                | Mr       | 77          | Height           |
| 6                | Faw      | 82          | Very high        |
| 7                | Gs       | 79          | Very high        |
| 8                | Fnp      | 80          | So high          |
| 9                | Ks       | 81          | Very high        |
| 10               | Dpb      | 80          | Very high        |
| <b>Amount</b>    |          | <b>793</b>  |                  |
| <b>Rate-rate</b> |          | <b>79,3</b> | <b>Very high</b> |

Based on the table above, it can be seen that in this study the authors took 10 children as a sample, consisting of 7 children who had very high category addiction and 3 high category children. Based on score table and online game addiction category (*pretest*) above, it can also be seen in the online game addiction diagram table for children in the experimental group before being given *treatment (pretest)* with the table below:

**Graph 1**  
**Result Score Pretest Online Game Addiction**



Based on the table above, it can be seen that the scores of each student are in the high and very high categories.

**Posttest Result Data Description**

Based on the posttest results data given to 10 Puau Punjung Public Middle School students as a research sample, the overall score and category regarding bullying behavior was obtained, which can be seen in the table below:

**Table 4**  
**Pretest data processing results of online game addiction**

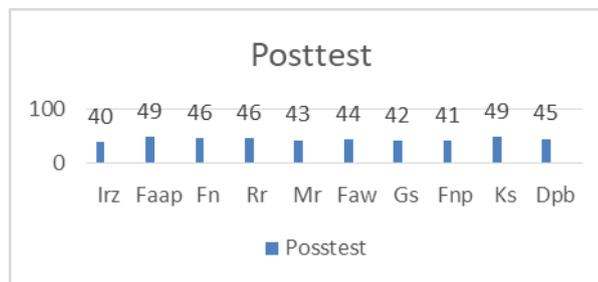
| No | Student Initials | Score | Category |
|----|------------------|-------|----------|
| 1  | Irz              | 40    | Very low |
| 2  | FAAP             | 49    | Height   |
| 3  | Fn               | 46    | Height   |
| 4  | Rr               | 46    | Height   |
| 5  | Mr               | 43    | Height   |
| 6  | Faw              | 44    | Height   |
| 7  | Gs               | 42    | Very low |
| 8  | Fnp              | 41    | Very low |
| 9  | Ks               | 49    | Height   |

|                  |     |             |            |
|------------------|-----|-------------|------------|
| 10               | Dpb | 45          | Height     |
| <b>Amount</b>    |     | <b>445</b>  |            |
| <b>Rate-rate</b> |     | <b>44,5</b> | <b>Low</b> |

Based on score *posttest* regarding online game addiction from the table above it can be seen that, it can be understood that respondent 1 got a score of 40 and was in the "very low" category, respondent 2 got a score of 49 and was in the "high" category, respondent 3 got a score of 46 and is in the "high" category and respondent 4 gets a score of 46 in the "high" category. Furthermore, respondent 5 obtained a score of 43 and was in the "high" category, while respondent 6 obtained a score of 44 in the "high" category. Respondent 7 has a score of 42 and is in the "very low" category, and respondent 8 gets a score of 41 in the "very low" category, respondent 9 gets a score of 49 in the "high" category, while respondent 10 gets a score of 45 and is in category "high".

**Graph 2**

**Result Score *Posttest* Online Game Addiction**



From the table above it can be seen that the scores obtained by the 10 samples differ from the same category.

**Table 5**  
**Comparison of Pretest-Posttest Results**

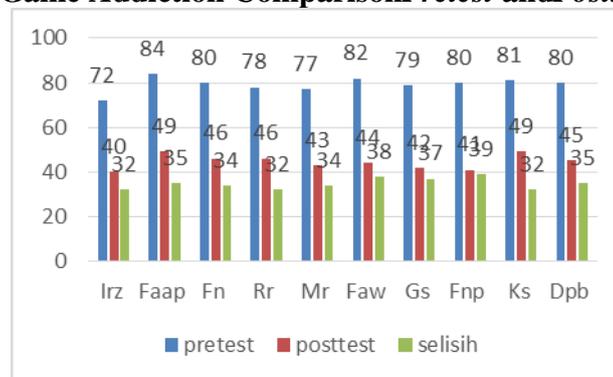
| No | Student Initials | Pretest |           | Posttest |          | Difference |
|----|------------------|---------|-----------|----------|----------|------------|
|    |                  | Score   | Category  | Score    | Category |            |
| 1  | Irz              | 72      | Height    | 40       | Very low | 32         |
| 2  | Faap             | 84      | Very high | 49       | Height   | 35         |
| 3  | Fn               | 80      | Very high | 46       | Height   | 34         |
| 4  | Rr               | 78      | Low       | 46       | Height   | 32         |

|                  |     |             |            |             |               |             |
|------------------|-----|-------------|------------|-------------|---------------|-------------|
| 5                | Mr  | 77          | Low        | 43          | Height        | 34          |
| 6                | Faw | 82          | Very high  | 44          | Height        | 38          |
| 7                | Gs  | 79          | Very high  | 42          | Very low      | 37          |
| 8                | Fnp | 80          | Very high  | 41          | Very low      | 39          |
| 9                | Ks  | 81          | Very high  | 49          | Height        | 32          |
| 10               | Dpb | 80          | Very high  | 45          | Height        | 35          |
| <b>Amount</b>    |     | <b>793</b>  |            | <b>445</b>  |               | <b>321</b>  |
| <b>Rate-rate</b> |     | <b>79,3</b> | <b>Low</b> | <b>44,5</b> | <b>Height</b> | <b>32,1</b> |

Based on the table above, it can be seen that the sample in this study experienced a decrease in the number of online game addiction scores. Before the cbt approach group counseling was given (results *pretest*) the total score is 793 with an average of 79.3 then after being given the CBT approach group counseling (results *posttest*) the total score decreased to 445 and the average was 44.5. The table above explains that out of 10 children all experienced a decrease in score.

**Graph 3**

**Online Game Addiction Comparison *Pretest* and *Posttest***



After getting the data *pre-test* and *post-test*, The test proposed in this study was carried out, namely whether there was or was not a significant effect on the experimental treatment of group counseling with the CBT approach on reducing online game addiction in SMPN 3 Pulau Punjung students.

**Table 6**  
**Normality test**

**One-Sample Kolmogorov-Smirnov Test**

|                                  |                | pretest | post test |
|----------------------------------|----------------|---------|-----------|
| N                                |                | 10      | 10        |
| Normal Parameters <sup>a,b</sup> | Mean           | 79.30   | 44.50     |
|                                  | Std. Deviation | 3.234   | 3.100     |
| Most Extreme Differences         | Absolute       | .186    | .127      |
|                                  | Positive       | .114    | .114      |
|                                  | Negative       | -.186   | -.127     |
| Kolmogorov-Smirnov Z             |                | .587    | .401      |
| Asymp. Sig. (2-tailed)           |                | .881    | .997      |

The data will have a normal distribution if  $p \geq 0.05$ . Based on the results of the table above, the sig for the online game addiction variable is  $0.997 > 0.05$ . So, these variables have a normal data distribution.

**Table 7**

**Homogeneity Test**

**ANOVA**

|                | Sum of Squares | df | Mean Square | F     | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 87.600         | 7  | 12.514      | 3.851 | .222 |
| Within Groups  | 6.500          | 2  | 3.250       |       |      |

ANOVA

|                | Sum of Squares | df | Mean Square | F     | Say. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 87.600         | 7  | 12.514      | 3.851 | .222 |
| Within Groups  | 6.500          | 2  | 3.250       |       |      |
| Total          | 94.100         | 9  |             |       |      |

Based on the SPSS 18 output, it can be seen that the significant value of the online game addiction variable is  $0.222 > 0.05$ , meaning that the online game addiction variable data is homogeneous.

Table 8

Data N-gain

Gain Index Criteria

| index gain                              | Provision |
|---|-----------|
| Index Gain $< 0,30$ :                   | Low       |
| $0,30 \leq \text{index Gain} \leq 0,70$ | Currently |
| Index Gain $\geq 0,70$                  | Height    |

So, the N-gain obtained from the results of this study are:

$$g = \frac{\text{skor posttest} - \text{skor pretest}}{\text{skor maksimum} - \text{skor pretest}}$$

$$g = \frac{793 - 445}{96 - 445}$$

$$g = \frac{348}{348}$$

$$g = 0,99$$

Based on the provisions *n-gain* In the table above, it can be understood that group counseling through the CBT approach can reduce online game addiction by  $0.99 \geq 0.70$ .

That is, the effect of group counseling through the CBT approach to online game addiction in SMPN 3 Pulau Punjung children which was implemented was in the high category.

Based on the pretest results, it can be seen that all samples are in very high and high categories, namely Faap with a score of 84, Fn with a score of 80, Faw with a score of 82, Gs with a score of 79, Fnp with a score of 80, Ls with a score of 81, Dpb with a score of 80, and in the high category, namely Irz with a score of 72, Rr with a score of 78, and Mr with a score of 77. If seen as a whole, the total score is 793 with an average score of 79.3, the category is very high. From the available data, the authors took 10 samples which would be given group counseling treatment with the Cognitive Behavior Therapy (CBT) technique with the following counseling steps:

1. Initial stage
  - a. Introduction
  - b. Build a friendly atmosphere between group members
2. Transition stage
  - a. Describe the activities to be undertaken in the next stage
  - b. Observe whether the group members are ready to carry out the next stage of activities
3. Working stage
  - a. Group members focus on the goals to be achieved
  - b. Studying new materials
  - c. Discuss the issues to be discussed
  - d. Practicing the new behavior in the group
  - e. Focusing like four, full attention and closeness of group members
4. Terminating stage
  - a. Give group members the opportunity to clarify what they do about online game addiction
  - b. Consolidate the results they make, and make decisions about the behavior they want to do outside the group and do in everyday life.

Based on the results *dataposttest* which was given to 10 students of SMPN 3 Pulau Punjung as a research sample, the overall score and category were obtained regarding online game addiction, data on online game addiction showed that online game addiction after being carried *outposttest* get different scores Irz gets a score of 40 in the very low category, Faap gets a score of 49 in the high category, Fn gets a score of 46 in the high category, Rr gets a score of 46 in the high category, Mr gets a score of 43 in the high category, Faw gets a score 44 in the high category, Gs gets a score of 42 in the very low category, Fnp gets a score of 41 in the very low category, Ks gets a score of 49 in the high category, Dpb gets a score of 45 in the high category. Overall *valueposttest* were in the low category after being given treatment with a total score of 445 with an average of 44.5 in the low category.

The pretest and posttest data were compared so that a comparison of the two data could be seen, namely: results from the pretest and result posttest against groups, based on data that can be explained on point comparisons pretest and posttest, 793 pretest points with an average pound of 79.3 are in the very high category. Once done treatment there was a change in the posttest point to 445 with an average of 44.5 in the low category. This means that group counseling with the Cognitive Behavior Therapy technique is effective in reducing students' addiction to online games at SMPN 3 Pulau Punjung.

From the explanation above it can be understood that online game addiction can be reduced by various techniques, one of the techniques that has been used is the Cognitive Behavior Therapy Technique. Cognitive Behavior Therapy Techniques are considered capable and can reduce student online game addiction because CBT focuses on thinking processes that associated with emotions and behavior, CBT is more centered on the idea that certain people can change their cognition, according to Aaron Beck how to solve behavioral and cognition problems in a person is by cognitive restructuring and deviant behavior. From the results that have been found, the authors suggest teachers and counselors to use CBT approach group counseling services in reducing online game addiction for students.

The results of this study are also in line with (Aini & Nuryono, 2020; Dewi & Asraf, 2020; Rizai, 2021; Subandi et al., 2020; Susanto et al., 2022) that children who have online game addiction have poor cognitive abilities and by changing cognitive abilities that were previously poor to be even better in the future. Furthermore, this research was conducted by (Rizai, 2021) that students' addiction to playing online games affects children's cognition so that these students are able to change their way of thinking for the better.

Through group counseling the CBT approach is seen as very good as an intervention in making changes to the way of thinking in children who have online game addiction either for themselves or others.

## **CONCLUSION**

Based on the results of research on the effectiveness of Cognitive Behavior Therapy (CBT) group counseling to minimize online game addiction at SMPN 3 Pulau Punjung, it was concluded that the implementation of group counseling Cognitive Behavior Therapy (CBT) techniques was effective in minimizing online game addiction at SMPN 3 Pulau Punjung . Based on the research that the authors conducted, the implications of this study, namely the implementation of group counseling Cognitive Behavior Therapy (CBT) techniques can be stated theoretically and practically as follows:

1. Theoretical Implications
  - a. The selection of appropriate Cognitive Behavior Therapy (CBT) techniques in reducing online game addiction at SMPN 3 Pulau Punjung
  - b. There are differences in the results of group counseling in general with group counseling using certain techniques

c. There was good interaction among group members

## 2. Practical Implications

Implementation of group counseling Cognitive Behavior Therapy (CBT) techniques can be used by school counselors as a technique to reduce student online game addiction at school, which was initially in the high category and very high decreased to the low category.

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