



# Application of Rational Emotive Behavior Theraphy (REBT) Group Counseling Model using Cognitive Dispute Technique to reduce Online Game addiction among Junior High School Students

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Rational Emotive Behavior Therapy;  
Group Counseling Model;  
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## ABSTRACT

The purpose of this study was to determine the effectiveness of the application of group counseling models with REBT methods of Cognitive Dispute techniques to reduce students' online game addiction behavior. The research approach used pre-experiment (Pre-test Post-test Design). This research was conducted at Satya Wacana Salatiga Christian Junior High School in the even semester of the 2023/2024 academic year. The research sample amounted to 6 students who had a problem, namely online game addiction. Data collection was carried out from the results of the pre-test and post-test in the form of questioners. Data analysis using non-parametric statistical testing. The results showed that this intervention was effective in reducing the level of online game addiction. Before the intervention, the majority of students were in the high or very high addiction category, but after counseling, the majority of students switched to the low and very low categories.

## KATA KUNCI

Terapi Perilaku Emotif Rasional;  
Model Konseling Kelompok;  
Teknik Sengketa Kognitif;  
Kecanduan Game Online

## ABSTRAK

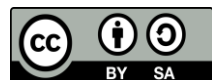
Tujuan penelitian ini untuk mengetahui efektifitas Penerapan model konseling kelompok dengan metode REBT teknik Dispute Kognitif untuk mengurangi perilaku kecanduan game online peserta didik. Pendekatan penelitian menggunakan pre-eksperimen (Pre-test Post-test Design). Penelitian ini dilaksanakan di SMP Kristen Satya Wacana Salatiga pada semester genap tahun Pelajaran 2023/2024. Sample penelitian berjumlah 6 peserta didik yang memiliki permasalahan yaitu kecanduan game online. Pengumpulan data yang dilakukan dari hasil pre-test dan post-test berupa questioner. Analisis data menggunakan pengujian statistik non parametrik. Hasil penelitian menunjukkan bahwa intervensi ini efektif dalam menurunkan tingkat kecanduan game online. Sebelum intervensi, mayoritas siswa berada dalam kategori kecanduan tinggi atau sangat tinggi, namun setelah diberikan konseling, mayoritas siswa beralih ke kategori rendah dan sangat rendah.

## 1. INTRODUCTION

One of the entertainment that is easily accessible to everyone is online games, online games themselves are neutral but when playing games excessively can cause an effect called addiction. Online games are defined as electronic games that require an internet connection to be accessed and can be played through various devices such as computers, smartphones, game consoles, laptops, and other devices. Online games usually support multiplayer mode or more than one player, allowing multiple users to play together simultaneously (Hapiyansyah, 2023). In this digital era, games have become one of the entertainment for some people, not infrequently many are complacent and spend too much time playing online games so that the effect of addiction arises. Addiction is defined

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when someone plays online games excessively to have a negative impact on him, this can be interpreted as a sign of online game addiction (Fitrajaya, Utomo, & Handayani, 2022). Online gaming addiction can have a negative impact on various aspects, including social, psychological, and physical aspects. Adolescents who are addicted to online games may experience a decrease in social interactions with family and friends, as well as face problems in real life, such as tending to spend a lot of time playing and having difficulty managing their time (Sadif & Rasmi, 2023).

Rational Emotive Behavior Therapy (REBT) is a therapeutic approach developed by Albert Ellis. It focuses on identifying and changing irrational beliefs that cause negative emotions and maladaptive behaviors. One of the main techniques in REBT is cognitive dispute, which aims to challenge and doubt such irrational beliefs so that individuals can develop a more rational and adaptive mindset.

In the context of online gaming addiction, cognitive dispute techniques can be used to help individuals recognize and change the irrational beliefs and thoughts that drive them to continue gaming excessively. For example, the belief that gaming is the only way to feel happy or accepted by friends. In this case, some learners experience the distraction that they have to play games continuously so that they do not perform their responsibilities as students.

Purwaningsih's research (2023) found that the application of cognitive dispute techniques through group counseling services was effective in reducing smartphone addiction in class XI students of SMA Negeri 1 Malingping. Through Single Subject Research (SSR) experimental method with A-B-A design, this study involved five students with the highest smartphone addiction category. Data analysis showed a significant decrease in smartphone use from baseline 1 (A1) to baseline 2 (A2) conditions, with an average percentage decrease in each subject of SP (61%), AA (53%), TE (51%), RES (49%), and DA (46%), and data stability reached 100%. These results indicate that cognitive dispute techniques can effectively reduce smartphone addiction in students. So that researchers want to apply similar techniques in this research to reduce addiction or addiction in playing online games.

The purpose of this study is to determine how effective group counseling with REBT method of Cognitive Dispute technique in reducing the effects of online game addiction on 7th grade students at SMP Kristen Satya Wacana Salatiga.

## 2. METHOD

### 2.1 Research Design

This research is a quantitative research using pre-experiment design, namely with Pre-test Post-test Design. This study aims to identify any significant differences in students' online game addiction before and after being given group counseling services with cognitive dispute techniques at Satya Wacana Salatiga Christian Junior High School. In this study, there are independent variables and dependent variables. The independent variable in this study is the Rational Emotive Behavior Therapy (REBT) approach with cognitive dispute techniques, while the dependent variable is the students' irrational belief that playing online games is a daily obligation.

### 2.2 Location and Year of Research.

This research was conducted at Satya Wacana Salatiga Christian Junior High School in the even semester of the 2023/2024 academic year.

### 2.3 Research Subject

Data collection is carried out from the results of the pre-test and post-test in the form of a questioner after conducting group counseling with the topic of online game addiction for 3 treatments, then the researcher compares the scores of students before and after the group counseling service is implemented.

### 2.4 Data Collection

Data collection is carried out from the results of the pre-test and post-test in the form of a questioner after conducting group counseling with the topic of online game addiction for 3 treatments, then the researcher compares the scores of students before and after the group counseling service is implemented.

## 2.4 Data Analysis

Data analysis is an activity of examining and analyzing the research instruments used. (Utomo et al., 2024). The data analysis in this study utilized the Paired Samples Test to assess whether there was a significant difference before and after the group counseling services. The test results indicated a significant difference between the PreTest and PostTest scores, with an average increase of 21.33. The t-value was 5.500, with 5 degrees of freedom (df), and a p-value of 0.003, which is below the threshold of 0.05. Therefore, it can be concluded that the improvement in scores from PreTest to PostTest is statistically significant. The 95% confidence interval, ranging from 11.36 to 31.30, further supports a reduction in gaming dependency.

## 2.4 Procedure

The research was conducted for 2 months where at the beginning of the study students were asked to get to know each other first and fill in the pre-test given by the researcher, then discuss and explain the group counseling techniques that would be used, namely cognitive dispute where students were asked to be active to provide input in group discussions because here the guidance and counseling teacher only served as a facilitator, then students observed the impressions given by the guidance and counseling teacher regarding the impact and influence of online games on their learning activities and emphasized cognitive dispute questions.

## 3. RESULTS AND DISCUSSION

### 3.1 Results

The results of this study indicate that Cognitive Dispute technique group counseling is effective for reducing the effects of addiction to playing online games seen in the table below:

**Table 1.** Pre Test Result

Category	Value Interval	F	%
Very High	>65	2	33,33%
High	64-50	4	66.66%
Low	49-35	0	0
Very Low	<35	0	0
Total		6	100%

Berdasarkan tabel 1, menunjukkan bahwa tingkat kecanduan game online konseli dalam kategori Sangat Tinggi terdapat 2 orang atau sebanyak 33,33 % dan kategori Tinggi Sebanyak 4 orang atau sebesar 66,66 % sedangkan untuk kategori rendah dan sangat rendah 0%.

**Table 2.** Post Test Result

Value Interval	Value Interval	F	%
Value Interval	>65	0	0
Value Interval	64-50	0	0
Value Interval	49-35	4	66,66%
Value Interval	<35	2	33,33%
Total		6	100%

Based on Table 2, after carrying out the Post Test, the level of online game addiction of the counselees was in the Very High category of 0%, High as many as 0 people, Low as 4 people or 66.66% and very low as many as 2 people or 33.33%.

**Table 3.** Percentage Increase

Students	L/P	Score		Improved
		Before Action	After Action	
Konseli1	L	56	45	19,64%
Konseli2	P	62	31	50%
Konseli3	P	61	44	27,86%
Konseli4	L	57	46	19,29%

Konseli5	L	65	34	47,69%
Konseli6	L	70	43	38,57%
Rerata		61,83	40,5	33,84%

Based on Table 3, it is known that the average increase in counselee 1 to counselee 6 is 33.84% where the highest increase is at 50% and the lowest is 19.29% while the average pre-test is 61.83 which is categorized as high and the post-test is 40.5 which is categorized as low, which means that the REBT method with Cognitive Dispute can be used to reduce online game addiction in students.

### 3.2. Discussion

This study aims to examine the effectiveness of group counseling with a Rational Emotive Behavior Therapy (REBT) approach using cognitive dispute techniques in reducing online game addiction in students. The results showed that this intervention was effective in reducing the level of online game addiction. Before the intervention, the majority of students were in the high or very high addiction category, but after counseling, the majority of students switched to the low and very low categories. The average decrease of 33.84% indicates that the cognitive dispute technique in REBT was successful in helping students change the irrational beliefs underlying their addictive behavior towards online games.

This study has similarities with previous research, such as that conducted by Purwaningsih (2023), which showed the effectiveness of cognitive dispute techniques in reducing smartphone addiction. However, the difference is that this study focuses on online game addiction, which has different dynamics and risk factors compared to smartphone addiction. In addition, this study used a group counseling method that involves social interaction between participants, which may be more effective in overcoming online game addiction that is often related to social isolation. Limitations of the Study One limitation of this study is the small sample size of only six students, which may not be representative of the wider population. In addition, this study was only conducted in one school, so the results may not be generalizable to other schools with different contexts. The relatively short duration of the intervention could also be a limitation in looking at the long-term effects of this intervention.

The main finding of this study is that group counseling with cognitive dispute technique in REBT approach can significantly reduce the level of online game addiction in students. This decrease is seen from the change in addiction category from high or very high to low or very low after the intervention. Irrational beliefs that drive online game addiction can be challenged and changed through cognitive dispute techniques. This is important because it shows that appropriate psychological interventions can help adolescents develop a healthier and more adaptive mindset, which in turn reduces addictive behaviors and improves their quality of life.

The results of this study are in line with expectations and previous literature showing that REBT is effective in changing irrational beliefs that are the basis of maladaptive behavior. As mentioned in Purwaningsih's (2023) research, cognitive dispute techniques have been shown to be effective in reducing other technology addictions, such as smartphones. This study reinforces those findings by applying them to the context of online game addiction, which is logically consistent with previously published REBT principles.

### 4. RESEARCH IMPLICATIONS

The benefits of this research are as a basis for guidance and counseling teachers or subsequent researchers related to the application of group counseling with REBT methods of cognitive Dispute techniques effective in reducing the level of online game addiction of 7th grade students, so that the application of similar techniques can be a reference for guidance and counseling teachers or subsequent researchers where the application of this technique with the topic of online games has not been applied in writing previous research, so that this research method can be a reference for applying group counseling with online game problems to 7th grade students.

### 5. CONCLUSIONS

The conclusion of this study is that the REBT group counseling model with Cognitive Dispute techniques is effective in reducing the effects of addiction of 7th grade students in playing online games. Recommendations for further researchers can apply similar techniques but with diverse research subjects and add research subjects not necessarily with the same problem but can be with students who are active in providing suggestions and understanding with the service topics discussed with the aim that service activities are more easily understood and interactive between students. In addition, it can be suggested that guidance and counseling teachers can apply this

approach to help students with similar problems. For students, it can be a reference related to how to reduce the effects of addiction in playing online games.

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## AUTHOR CONTRIBUTION STATEMENT

In completing this article written by Mohammad Alvin Evriantara S.Pd. Gr. (The author himself) and in data collection was assisted by co-author Dian Pancaningrum S.Pd. Gr.

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