

CRAVING FOR GAME? ONLINE GAME ADDICTION AND ITS ASSOCIATION WITH SELF-CONTROL ON HIGH SCHOOL STUDENTS

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ABSTRACT

Along with the development of technology, individuals can do many diverse things such as browsing, chatting, watching videos on YouTube, or playing online games. At this time, online games became one of the main-entertainment for teenagers. However, when games are no longer used as a means of entertainment, continued involvement in front of the computer to play games can lead to addiction. Online game addiction has many negative impacts, especially for students, such as decreased academic achievement, loss of enthusiasm for learning, academic procrastination. One of the psychological characteristics of an individual that can give effect is self-control. The purpose of this study was to determine the relationship between self-control and online game addiction in students. The subjects in this study were 205 high school students. The research instruments used in this study were the Self-Control Scale (SCS) and the Game Online Addiction Scale (GAS). The data analysis used was the product moment correlation. The results showed that there was a significant negative relationship between online game addiction and self-control, where the correlation coefficient was $r = -0.548$ and a significance level of 0.00 ($p < 0.01$), which means that the higher the level of online game addiction, the lower one's self-control. Conversely, the lower the online game addiction, the higher the self-control. Therefore, there is a need for both preventive and curative counseling services to help students' problems and maximize their potential.

Keywords: Online game addiction, self-control, high school students.

INTRODUCTION

Changes and reforms in the field of technology are inevitable. One of the clear-evidence of technological development is the internet. By using the internet, individuals could do many things, such as browsing, chatting, watching videos on YouTube, or playing online games. At this time, online games have become one of the main entertainments, including for teenagers (Yeung & Chui, 2018). Someone who often plays online games will have an attachment to the games being played so that it is difficult to control himself. They feel the need to play longer when they want to reach or maintain the symbols behind the avatars in online gaming. A character in the game will stand out and be respected if the character has a high level with exclusive equipment, so, they are required to pursue a high level (leveling) or have a lot of money to be able to buy items to improve the appearance of their avatar. They do not realize that they have spent a long-time playing games so they can experience online game addiction (Kharisma et al., 2020).

Online game addiction can be defined as the excessive use of online game games (impulsive) which is characterized by cognitive, emotional and behavioral disorders including loss of control over games, tolerance for time, and withdrawal from the environment (Griffiths,

Davies, & Chappell, 2004). Although not all online games are addictive or dangerous, some games, including many multiplayer online games, are more potentially addictive because of their interactive and collaborative / competitive nature (Liu & Peng, 2009; Barnett & Coulson, 2010).

According to Lemmens, Valkenburg and Peter (2009) online game addiction is characterized in seven aspects, namely salience, tolerance, mood modification, withdrawal, relapse, conflict, problems. When someone is already addicted to online games, they often imagine playing online games even though they are not playing games, feeling restless when they can't play, lying about the use of online games, having difficulty limiting their time to play online games which causes a decrease in academic achievement, procrastination and reduced socialization with the surrounding environment (Young & de Abreu, 2017).

Several previous studies have shown that individual psychological characteristics can influence both directly and indirectly to excessive use of the internet, especially online games, one of which is self-control. The results showed that game addiction among adolescents was related to their weak discipline and self-control (Kim, Namkoong, et al., 2008; Chang, Kim, 2020). Self-control is the ability to control feelings, thoughts and actions in order to withstand impulses from within and without so that a person is able to act properly (Borba, 2008).

Low self-control in individuals was also found to cause worse academic inhibition, and increased aggression, substance abuse, internet addiction, among other maladaptive behaviors (Tangney, Baumeister, & Boone, 2004). Individuals who are having problems in using the internet have low self-control so they are less able to prevent excess internet use (Mei, S., et al 2016; Mungin, Mulawarman, Purwanto, 2019). This is because individuals with low self-control are very impulsive, respond immediately to their environmental stimuli, and prefer simple tasks. In addition, they are less persistent, seek adventure, and are more prone to juvenile delinquency and crime because of their tendency toward dangerous situations (Gottfredson & Hirschi, 1990, Kim et al., 2017). Therefore, this study aims to determine the relationship between self-control and online game addiction in students.

LITERATURE REVIEW

Online game addiction is using a computer or smartphone excessively and continuously which will cause problems in the social, emotional aspects and the player cannot control excessive game play (Lemmens, Valkenburg and Peter (2009). According to Yee (2006) game addiction online is the behavior of someone who wants to continue playing online games and spends a lot of time and it is possible that the individual concerned is unable to control or control it. Lemmens (2009) states that there are seven aspects to online game addiction. throughout the day), tolerance (increased time playing online games), mood modification (playing online games as a way to escape problems), relapse (the tendency to play online games again after a long absence), withdrawal (feeling restless when not playing online games), conflict (quarrel with n other people for playing online games excessively) and problems (neglecting other activities to cause other problems).

Self-control is the ability of an individual to determine his behavior based on certain standards such as morals, values and rules in society to lead to positive behavior. Tangney, Baumeister & Boone (2004) state that self-control consists of five aspects, namely, self-discipline (individual discipline in doing something and being able to refrain from things that can interfere with concentration), deliberate (the tendency to take impulsive actions), healthy habits (habits or healthy life patterns), work ethics (individual ethics in performing daily tasks), Reliability

(individual ability to face a challenge). Thus, self-control generally involves an ability to change and adapt well between oneself and the world.

METHODOLOGY

This research is a research with a correlational method which aims to investigate the extent to which variations in a factor are related to variations on one or more other factors based on the correlation coefficient. A total of 205 high school students were selected as respondents through cluster sampling technique. Data were collected using the Self-Control Scale instrument (Tangney, Baumesiter, Boone, 2004) and the Game Online Addiction instrument (Lemmens, Valkenburg, Peter, 2009). The Self-Control Scale instrument consists of 36 items and has five aspects, namely self-discipline, non-impulsive action, healthy habits, self-regulation and self-reliability. The scoring method on this measuring instrument uses a Likert scale with a range of answer choices from 1 to 5, from "very suitable" to "very inappropriate". The reliability of this scale is indicated by Cronbach's alpha 0.89 with examples of favorable items "I can refuse other people's requests" and unfavorable "I express whatever is on my mind".

Second, the Game Online Addiction instrument consists of 21 question items arranged based on seven aspects, namely salience, tolerance, mood modification, withdrawal, relapse, conflict, problems. The online game addiction behavior scale consists of 21 questions with an example of the item "are you playing the game longer than you should?". The scoring method on this measuring instrument uses a Likert scale with a range of answer choices from 1 to 5, from "very suitable" to "very inappropriate". The collected data were analyzed descriptively to determine the level of self-control and the tendency of students to have online game addiction and the product moment correlation test to determine the relationship between self-control and the tendency of online game addiction.

RESULTS

Based on the results of descriptive statistical tests, it is known that this study involved 205 students as research subjects. In the self-control variable, it is known that $M = 103.5$ and $SD = 17.2$ with a minimum value of 68 and a maximum of 145. The online game addiction variable has the value of $M = 52.6$ and $SD = 18.4$ with a minimum value of 23 and a maximum value of 85. After analyzing the level of addiction to online games and self-control owned by all respondents can be seen that the average level of online game addiction respondents is in the medium category ($M = 53$) and the level of self-control is in the medium category ($M = 103.5$). Description of research data can be seen in table 1.

Table 1. Descriptive Data

Variable	Data				
	n	min	maks	M	SD
Online Game Addiction	205	23	85	52.6	17.2
Self-Control	205	68	145	103.2	18.4

Then, to see the frequency of online game addiction levels and the level of self-control in students, respectively, are presented in tables 2 and 3.

Table 2. Frequency of Students' Online Game Addiction

Variable	Score Range	Category	Total	Percentage
Online Game Addiction	X <49	Low	98	47.8%
	49 ≤ X ≤ 77	Middle	40	19.5%
	X >77	High	67	32.7%
Total			205	100%

Table 3. Frequency of Students' Self Control Level

Variable	Score Range	Category	Total	Percentage
Self-Control	X <79	Low	44	21.5%
	79 ≤ X ≤ 136	Middle	156	76.1%
	X >136	High	5	2.4%
Total			205	100%

After knowing the level of online game addiction and students' self-control. The next analysis was to examine the relationship between online game addiction and self-control. Based on the results of correlation analysis using the product moment in table 4 below, it shows that there is a significant negative relationship between online game addiction and self-control. This can be seen from the correlation coefficient (r) which is equal to -0.548 and a significance level of 0.00 ($p < 0.01$) and. A negative correlation coefficient indicates that there is a negative relationship between online game addiction and self-control.

Table 4. Product Moment Correlation Analysis Results

Dependent Variable	Independent Variable	r	p	Result
Game Online Addiction	Self-control	-0.548	0.00	Significant

DISCUSSION

From the analysis of the research results, it was found that online game addiction has a negative relationship with self-control, which means that the higher the level of online game addiction, the lower one's self-control. Conversely, the lower the online game addiction, the higher the self-control. This research is in line with the research conducted by Masya and Candra (2016) which states that the high level of playing online games can occur due to a lack of self-control in individuals so that they are unable to anticipate the negative impacts that arise from playing online games excessively. That is, if an individual has good self-control, he is able to manage himself and control himself when playing online games and not over-playing.

In addition, the high intensity of playing online games in children will result in several negative impacts, such as disruption to children's physical health because children's eating patterns are disrupted due to online games, exposure to light from computers or gadgets that can damage the nerves of the eyes and brain in children (Young 2009; Nuhan) 2016). Another impact of the high intensity of playing online games on children is the psychological impact that results in children being less able to concentrate on learning, neglecting assignments given by the teacher, being able to lie, skipping school to be able to play online games, and becoming less concerned about the surrounding environment because of what thought of only online games.

The results of this study are in line with previous research conducted by Ismail & Zahraweh (2017) on 284 students at Najran University, Saudi Arabia which shows that there is a relationship between self-control and student addiction to the internet, where the lower the student's self-control, the higher their level of addiction to the internet. Likewise, the higher the level of student self-control, the lower the level of their addiction to the internet. In addition, the results of research conducted by Budhi & Endang (2016) show that there is a negative relationship between self-control and the intensity of playing online games.

Furthermore, research related to self-control conducted by Feprinca (2008) regarding online game addiction, the results of this study resulted in a form of behavior for individuals who experience addiction will want to continue playing online games and spend a lot of time and it is possible that the individual is unable to control or control it. Furthermore, research conducted by Teng, Li and Liu (2014) showed a correlation between aggressiveness, internet addiction, and online gaming, and low self-control among students.

Even so, the effect of self-control on online game addiction is only 27.5%, meaning that there are other factors that influence a person's tendency to experience online game addiction by 72.5%. When viewed through self-control, individuals who are reactive (carried away into negative situations) are individuals who have low self-control. Meanwhile, individuals who have the ability to control themselves (self-control) are likely to be proactive or have the awareness to choose positive things. In addition, self-control is important to develop because individuals who have good self-control can direct their actions so as not to act on negative things that might harm them in the future, so that individuals know what they should and should not do (Shabrina, Sunawan, Anni, 2019).

CONCLUSIONS

Online game addiction and self-control have a significant negative relationship where the higher the level of online game addiction, the lower one's self-control. Conversely, the lower the online game addiction, the higher the self-control. Therefore, for teachers and school counselors it is necessary to provide counseling services to deal with this online game problem in an effort to help students or as a preventive step to prevent its negative impact. The limitation of this study is that the subject is still few and only explains the relationship between variables in general, and does not describe the relationship between factors. Future studies can examine the relationship of other variables with online game addiction or use experimental research designs to test the effectiveness of a counseling approach related to variables related to online games other than self-control.

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