



Guidance and Counseling Strategies for Addressing Online Game Addiction in Students

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Abstract

This study aims to describe the strategies employed by guidance and counseling teachers in addressing online game addiction among students, focusing on four service functions: prevention, understanding, alleviation, and advocacy. Using a qualitative descriptive approach, six informants were involved, including one counseling coordinator, two counseling teachers, one vice principal, and two students. Data were collected through interviews and analyzed using data reduction, presentation, and conclusion drawing. The findings reveal that preventive efforts were implemented through classical and group services with interactive methods and the use of a Daily Pure Schedule instrument to strengthen self-control. Understanding was fostered by providing digital literacy education and awareness of the risks of online game addiction through visual media such as educational videos and posters. Alleviation was conducted through individual counseling using Reality Therapy and home visits. Advocacy was carried out through smartphone restrictions, the formation of task forces, collaboration with parents via parenting groups, and coordination with internet café owners. Despite challenges such as student dishonesty and parental apathy, consistent advocacy fostered positive transitions, with parents becoming more cooperative. The study provides initial data for further research on online game addiction in broader educational contexts.

INTRODUCTION

The development of computer and network technology is currently the main foundation for the rapid growth of online activity. This phenomenon reflects the advancement of network infrastructure, which has transformed from a limited scale into a massive global internet. However, this technological acceleration carries a significant risk of digital addiction, especially among teenagers. The current reality shows that teenagers spend most of their time interacting with games online. This is reinforced by data from the Indonesian Internet Service Providers Association (APJII) in 2025 in the report "Internet Penetration Survey and Internet Usage Behavior 2025", which revealed that

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28.17% of respondents in Indonesia actively play games online (APJII, 2025). Specifically, Mobile Legends became the most dominant platform with a share of 48.99%. The survey also highlighted usage duration, with 34.91% of respondents spending 1-2 hours per day, with some even exceeding 4 hours daily. Data from the Indonesian Child Protection Commission (KPAI) supports this urgency, noting that 55% of 25,164 children aged 10-18 actively play various genres of games online.

According to Batubara & Dina, (2022), this problem requires immediate handling because of addiction game online has been classified as a form of disruption due to internet technology or internet addictive disorder. Excessive dependency has a significant negative impact on students. Afifah et al., (2023) emphasized that this addiction can harm students in various aspects, ranging from decreased academic achievement, financial problems due to wasteful behavior, to obstacles in offline socializing. Physically and psychologically, symptoms manifest in the form of health problems such as dry eyes and back pain, to feelings of anxiety when not accessing games. This phenomenon is triggered by the interaction between internal factors, such as low self-control, and external factors, such as poorly controlled family and social environments. Therefore, appropriate interventions are needed in the school environment so that students are able to manage their digital behavior more wisely.

In responding to this problem, the role of guidance and counseling teachers is crucial. Afifah et al., (2023) states that guidance and counseling teachers can play a role by providing guidance and information services. Through these services, guidance and counseling teachers provide education about the dangers and impacts of online use, smart ways to use gadgets and digital detox strategies, time management, and self-control in using online games to break the chain of dependency. The operational basis for this treatment is reinforced by Adiningtiyas, (2017) opinion, which states that guidance and counseling must provide comprehensive treatment through four main functions: prevention, understanding, alleviation, and supervision (advocacy). Procedurally, guidance and counseling teachers carry out the prevention and understanding functions as a preventive measure. However, for students who have shown symptoms of addiction, the alleviation function must be optimized to restore their psychosocial condition.

Challenges often arise when the recovery process in schools encounters obstacles. This is where the role of supervision or advocacy becomes crucial. Schools are required to collaborate with families in conducting intensive monitoring, both inside and outside the school environment. Focusing on the integration of these four functions is a novelty and scientific contribution in this study, which aims to assess the effectiveness of guidance and counseling teachers' efforts in addressing the phenomenon of addiction game online. Thus, this research is expected to strengthen the theory of digital addiction counseling and provide practical contributions to the world of education today and in the future (Budiawan & Sujiah, 2024; Dwizar & Nasution, 2024).

METHODS

This research was conducted in one of the junior high schools in Indonesia. This location was chosen deliberately based on findings of the addiction phenomenon. game online among students and the existence of specific treatment efforts by guidance and counseling teachers. The approach used was descriptive qualitative, which aims to understand the phenomenon in depth under natural conditions without statistical procedures (Abishev et al., 2025; Anidar et al., 2026; Bungin, 2020; Dasrizal et al., 2025; Efendi et al.,

2026; Engkizar et al., 2025; 2026; Putra et al., 2020; Sugiyono, 2019). The researcher acted as the primary instrument in exploring and clarifying field facts regarding the implementation of guidance and counseling functions in addressing online game addiction. Data collection techniques were carried out through observation, in-depth interviews, and documentation.

To ensure the validity of the data, researchers applied credibility criteria (credibility), transferability (transferability), and dependability (dependability). The data obtained were analyzed using the Miles and Huberman model, which includes three systematic stages: data reduction, data presentation, and drawing conclusions or verification. The data obtained were analyzed descriptively to provide a clear picture of the efforts of guidance and counseling teachers in dealing with online addiction games for students in Junior High School.

RESULT AND DISCUSSION

The results of this study are presented in the form of qualitative data obtained through interviews with the Guidance and Counseling Coordinator and Guidance and Counseling Teacher as key informants regarding the handling of students who are addicted. game online interviews were conducted with guidance and counseling teachers, vice principals, and students as additional informants. The research focused on the guidance and counseling teachers' efforts in addressing addiction. game online on students in junior high schools. The interview results were systematically grouped based on the four pillars of guidance and counseling service functions, namely: i) prevention function, ii) understanding function, iii) alleviation function, iv) supervision function (advocacy). Data collection was conducted in July - September 2025 through structured interviews based on question guidelines, and then the results were analyzed using established qualitative analysis techniques.

The research results show that the efforts of guidance and counseling teachers are carried out systematically through four main stages:

Indicator	Research Findings
Prevention Function	Based on the research results, it was found that guidance and counseling teachers had prepared an addiction prevention program. game online A structured approach integrated into annual and semester programs. The program is implemented comprehensively through classical services, group guidance and counseling, individual counseling, and the optimization of guidance boards as a static information resource. The program's primary target is students in grades VIII and IX, with an intensive focus on grade VIII. This focus was determined based on the results of a previously distributed questionnaire, which indicated the level of addiction. game online which is quite high at that grade level. In its implementation, guidance and counseling teachers apply the "Pure Daily Schedule" instrument to train students' self-control in managing the duration of gadget use. In addition, guidance and counseling teachers take preventive measures in the field by routinely monitoring the school garden area during recess to minimize " <i>mabar</i> " (playing together) activities in the school environment. Although this program has been running, its effectiveness still faces challenges in the form of the strong influence of peer conformity and minimal parental supervision when students are outside of school, which has an impact on the

	emergence of the phenomenon of students falling asleep in class during class hours.
Understanding Function	The understanding function is implemented through classroom services and group guidance, utilizing digital literacy videos as the primary educational tool, along with posters as visual media. Through these tools, guidance and counseling teachers provide comprehensive material that includes education on the dangers and negative impacts of digital literacy. From online smart ways to use gadgets to digital detox strategies. In addition, students are given an in-depth understanding of time management techniques and strengthening self-control in using game online as a strategic effort to break the chain of digital dependency. In the process, guidance and counseling teachers instilled the concept that smartphones are a "double-edged sword" that requires strict control to prevent damaging students' motivation to learn. Field findings indicated cognitive changes in some students, as they began to develop critical awareness and recognize symptoms of addiction in themselves after receiving the material.
Alleviation Function	The alleviation function is directed as a curative effort for students who are indicated to be experiencing addiction to online, moderate to severe levels. This effort is implemented through individual counseling services with a reality counseling approach (reality therapy), where guidance and counseling teachers help students evaluate their behavior based on the principle of responsibility. In addition, guidance and counseling teachers carry out Home Visit actions to directly observe environmental conditions and parenting patterns. However, field findings revealed significant obstacles in the form of apathy on the part of some parents. When summoned or visited at home, some parents tended to show a lack of concern, be passive, or even consider their child's addiction as a trivial problem that is entirely the school's responsibility. Lack of parental support and commitment in controlling the duration of use of gadgets and internet access at home are major factors hindering the success of the student's addiction eradication or recovery process. Despite this, guidance and counseling teachers gently explain the detrimental impacts on the child's future if this addiction is left unchecked. Through this patient and ongoing communication, some parents eventually begin to realize their mistakes and become more caring
Supervisory Function (Advocacy)	The final function carried out is supervision and advocacy, which aims to create an environment that supports students in reducing their playing time and being more disciplined in managing their time. The concrete step taken by the school was to implement a strict rule prohibiting the use of cell phones (smartphones) in the school environment through an official circular. To ensure this regulation is implemented, the school formed a task force that conducts routine inspections or raids on students' bags. This step was taken

to ensure the school environment is completely free from gaming activities that can disrupt learning concentration. In addition to supervision at school, guidance and counseling teachers also collaborate (advocacy) with external parties. Guidance and counseling teachers actively communicate with parents through a WhatsApp group. Parenting involves mutually monitoring children's daily schedules at home. A particularly interesting aspect is the collaboration with internet cafe owners near schools. Guidance and counseling teachers approached the cafe owners directly to request assistance in preventing students from playing in uniform during class hours. Through this connected monitoring between school, home, and the surrounding community, it is hoped that students will gain greater control and begin to learn to divide their time wisely between study obligations and leisure activities.

Based on the findings, it was revealed that the efforts of guidance and counseling teachers in dealing with online game addiction among students, namely: First, the prevention function. Based on research results, the prevention function is implemented in a structured manner through various services such as classical guidance, group guidance and counseling, and the use of guidance boards. This program targets students in grades VIII and IX, especially grade VIII, which, based on questionnaire results, indicated a high level of addiction. Guidance and counseling teachers took concrete action by implementing the "Pure Daily Schedule" instrument to train student self-control, as well as conducting routine supervision in the school garden area to prevent "*mabar*" activities during recess. However, the main challenge in this function still lies in the strong influence of peers and the lack of parental supervision at home, which results in students often falling asleep in class.

Theoretically, the success of this prevention function is supported by the opinion of [Adiningtiyas, \(2017\)](#) who emphasized that the focus of guidance and counseling services is to provide interventions for developmental problems and build awareness of students regarding the risks of digital addiction. In addition, the effectiveness of using self-monitoring instruments such as daily schedules is in line with the theory of Self-Management, as proposed ([Elvidayani et al., 2025](#); [Firnanda & Wiyono, 2022](#); [Mardiah, 2022](#)). This technique aims to help individuals manage their time and daily activities to eliminate maladaptive behavior, in this case, the use of online games, which is excessive.

Based on the research results and theories above, it can be concluded that the efforts of guidance and counseling teachers in dealing with addiction to online games, in terms of prevention, student self-management has been systematically implemented. The use of self-monitoring instruments has proven to be a key strategy for instilling personal responsibility in students for their time use, although its success still depends heavily on social support and parental supervision outside of school.

Second, the understanding function. Based on research results, the understanding function is implemented through classroom services and group guidance, utilizing digital literacy videos and visual media in the form of posters. Through these media, guidance and counseling teachers provide comprehensive material that includes education on the dangers and negative impacts. game online, a smart way to use gadgets, and digital detox strategies. In addition, students are given an in-depth understanding of time management techniques and strengthening self-control to break the chain of dependency on digital

devices. Guidance and counseling teachers instill the concept that smartphones can be a detrimental tool if control over playing duration is not carried out strictly. Field findings indicate a change in the way of thinking of some students, where they are starting to recognize the signs of addiction. Game on themselves after getting the material.

Providing understanding through this medium is in line with the concept of Biblio counseling [Rizai, \(2021\)](#), where the use of narrative and visual media helps individuals gain new insights into their problems and see a more rational perspective on digital reality. Furthermore, this is reinforced by the theory of Cognitive Behavioral Therapy (CBT), which states that improving thought patterns or cognition is very important so that students gradually become aware of their addiction problems through two-way discussions that facilitate behavioral change ([Novrialdy, 2019](#); [Pranata et al., 2023](#); [Rachman et al., 2025](#); [Sulistianingsih & Permana, 2022](#)).

Based on the research results and theories above, it can be concluded that the efforts of guidance and counseling teachers in dealing with online gaming addiction, in terms of understanding, guidance, and counseling, have successfully touched upon students' basic awareness. Through the right combination of services and media, guidance and counseling teachers are able to change students' perspectives on gaming habits. This allows students to begin building stronger self-control and recognizing that uncontrolled gaming urges can threaten their learning and health.

Third, the alleviation function. Based on research results, the alleviation function is implemented as a healing measure for students who have already experienced addiction to online games at moderate to severe levels. Guidance and counseling teachers provide individual counseling services using the Reality Counseling approach to train students' responsibility, as well as to carry out home visits to improve supervision patterns at home. Despite initially encountering obstacles such as parental indifference, guidance and counseling teachers persisted in their patient and gradual approach. As a result, some parents began to open up and cooperate in limiting their children's playtime at home. This effort was made to ensure that students received not only assistance at school but also strong moral support from their families.

This step supports [Ulfah & Arifudin, \(2020\)](#) that counseling is a series of professional assistance programs focused on achieving client independence in finding solutions to difficult situations. This also aligns with [Syahran, \(2015\)](#) theory on addiction treatment, which suggests gradually reducing playtime and building intensive interpersonal communication to encourage students to be more open in the recovery process. Through good communication between guidance and counseling teachers, students, and parents, emotional barriers can be reduced, making the behavior change process more effective.

Based on the research results and theories above, it can be concluded that the efforts of guidance and counseling teachers in dealing with online addiction games, in terms of their alleviation function, have had a positive impact on student recovery. The use of appropriate counseling techniques and persistence in engaging parents through home visits have been shown to transform parenting patterns from neglectful to more supportive. This is crucial in helping students regain control of their playtime and shift their focus to their responsibilities as independent learners.

Fourth, the supervisory (advocacy) function. Based on research findings, the final function implemented is supervision and advocacy, which aims to create a supportive environment for students, enabling them to reduce their playing time and be more disciplined in managing their time. The concrete steps

taken by the school include implementing strict rules prohibiting the use of cell phones (smartphones) in the school environment through an official circular. To ensure this regulation is implemented, the school formed a task force that conducts routine inspections or raids on students' bags. This step was taken to ensure the school environment is completely free from gaming activities that can disrupt learning concentration. In addition to supervision at school, guidance and counseling teachers also collaborate (advocacy) with external parties through groups. WhatsApp Parenting programs monitor children's daily schedules at home, as well as unique collaborations with internet cafe owners to prevent students from playing in uniform during school hours. Through this connected monitoring between school, home, and the surrounding community, it is hoped that students will gain greater control and become accustomed to wisely dividing their time between study obligations and leisure activities.

This strategic step is very much in line with the role of guidance and counseling teachers according to [Adiningtiyas, \(2017\)](#), where the advocacy function is crucial. If guidance and counseling teachers and schools experience difficulties in handling students, a supervisory function is implemented that involves assistance from families in dealing with addiction. game online This function also aligns with the principle that guidance and counseling teachers' assistance must address the barriers students face in learning, including those stemming from the external environment or rigid academic demands, to ensure optimal student development. This is further reinforced by the theory of ([Alam et al., 2022](#); [Mulawarman & Widharnarto, 2020](#); [Ulya et al., 2021](#)), which emphasizes the importance of intensive collaboration between schools and families to ensure the sustainability of intervention outcomes beyond school hours.

Based on the research results and theories above, it can be concluded that the efforts of guidance and counseling teachers in dealing with online addiction for students, including the monitoring and advocacy functions, are key to long-term success. Supervision involving collaboration between schools, families, and the surrounding environment (internet cafes) creates an ecosystem that supports changes in student behavior. Through this integrated monitoring "fence," students' opportunities to access game online Excessive activity can be suppressed, so that students are helped to become disciplined again in managing their time between hobbies and academic responsibilities.

CONCLUSION

This study concludes that the efforts of guidance and counseling teachers in dealing with addiction to online games among students at a junior high school in Indonesia require a comprehensive and integrated guidance and counseling strategy through four main functions: prevention, understanding, alleviation, and supervision/advocacy. The use of self-control instruments such as "Daily Pure Schedule", reality counseling approach (reality therapy), as well as the formation of task forces and active collaboration with parents and external parties (such as internet cafe managers) have proven to be effective approaches in reducing the negative impacts of digital addiction. These findings provide practical implications for schools and guidance and counseling teachers to focus not only on individual treatment but also on building a supportive ecosystem based on family and community collaboration. Schools are advised to facilitate sustainable digital literacy programs and strengthen regulations on the use of digital media. For further research, it is recommended to test the effectiveness of this strategy quantitatively or expand the scope of subjects at different educational levels.

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