Solution-focused brief counseling in reducing the negative impact of problematic online game use

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Abstract

The study purposed to examine the effectiveness of the solution-focused brief counseling (SFBC) intervention to reduce the negative impacts of problematic online games use (POGU) in college students. The research subjects were chosen by purposive sampling method of students who have problems with online games at the Universitas Negeri Semarang (UNNES). The study was conducted with an embedded experimental research design in which the data was obtained using a quantitative approach. POGU and online addiction games were included in the characteristics of people with internet addiction (IA) based on the diagnostic and statistical manual of mental disorders, fourth edition (DSM-IV) criteria that have a negative impact. Based on the study, negative effects of playing online games included low self-control, not being able to reduce the length of time playing online games and having thoughts (preoccupation cognitive) that could not be controlled and weakening the brain work systems causing the online game addicts. The form of intervention used in the study was SFBC. The SFBC stages carried out included building relationships, identifying complaints that could be resolved, setting goals, designing, and implementing interventions, termination, evaluation, and follow-up.

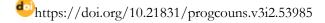**Keywords**: *solution-focused brief counseling, online games, embedded experimental*

Introduction

The use of communication technology is growing rapidly after the invention of the internet. The latest survey released by the Association of Indonesian Internet Service Providers (APJII) in 2017, stated that active internet users in 2017 reached 54.68% of Indonesia's total population. This development triggers innovation, namely playing using the internet called online

games which are favored by teenagers, which are known to be 70.94 million teenagers in the age range of 19-34 years. This is because of the achievements, social, and deep involvement (Yee, 2007).

In its use, online games can be addictive (Kowert, Festl, & Quandt, 2014; Williams, Yee, & Caplan, 2008). Griffiths (2005) states that addiction is an aspect of compulsive behavior, deficiency, and lack of control. From a theoretical perspective, Young (1998) states that addiction is derived from the characteristics of people with Internet addiction (IA) based on the criteria of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV). Excessive online game play activities have negative impacts (Kim & Kim, 2010). described it as uncontrollable and weakened cognitive preoccupation, changes in brain work systems, decreased academic performance, damaged relationships, disrupted sleep, work, education, socialization (Williams, 2018; ee, Chen, & Holim, 2007, Griffith, 2013).

According to Lemmens, Valkenburg, & Peter (2009) there are seven criteria for online game addiction based on DSM IV, including: salience, tolerance, mood modification, relapse, withdrawal, conflict, and problem. Griffiths (2010) explains it as follows: (1) salience, a condition where games are the most important part of life and are able to control children's behavior and thoughts; (2) mood modification, refers to an effort to release the emotional burden that is felt; (3) tolerance, the emergence of high tolerance for online game playing time; (4) withdrawal symptoms, negative effects that occur when activities can be forcibly stopped; (5) conflict, between oneself and others; (6) relapse, a condition in which the patient relapses or begins opiate activity.

The above phenomenon is very inversely proportional to what should be done by teenagers who are in college level education. Students have basic tasks that they must do and do in the university environment but they play more online games, causing them to experience dependence or addiction. Therefore, students need to be given assistance in the form of counseling to reduce problems when playing online games.

One approach to counseling in the short or short term that can be done is Solution Focused Brief Counseling (SFBC). Conceptually SFBC is one of the Postmodern counseling approaches with the location of the counselee's empowerment to find a way out or solution so that the counselee will choose the goals to be achieved in response to the need for practicality, effectiveness and efficiency of services (Corey, 2013; Capuzzi and Gross, 2007). . ; Gladding, 2009). This approach was founded and developed by Steve de Sharzer and Insoo Kim Berg since the 1980s at the Brief Therapy Center in Milwaukee Wisconsin, USA (Capuzzi & Gross, 2007; Sharf, 2004). Brief counseling also becomes therapy/counseling that is limited in time that uses strengths, understanding the context of the problem that occurs and about the present and the future (Lines, 2006).

According to De Shazer (1988, 1991), the cause of a problem is not important because there is no relationship between the problem and the solution. Thus, SFBC assumes that humans are healthy, competent, capable of building, designing or constructing solutions. In this case, the following main concepts of therapeutic goals from SFBC (1) are positive, (2) contain a process, (3) summarize ideas about the current period, (4) are practical, (5) formulate specific goals, (6) full control by the counselee, (7) and using the counselee's language.

The stages of SFBC counseling are fostering good and collaborative relationships between counselors and counselees. Next, identify problems that can be solved so that they can set goals as the next stage. Goals are specific, observable, measurable and concrete. The next stage is to design and carry out the intervention and ends with the stages of termination, evaluation and follow-up. During counseling, counselors can use Exception-finding questions, Miracle questions, Scaling questions, Compliments, Presession change questions, and Formula first session task techniques. Through this approach, the researcher aims to determine the effectiveness of the SFBC approach to reduce the problematic use of online games for students.

Method

This research combines quantitative and qualitative approaches (Gay, Mills & Airasian, 2009). The research design used is the Embedded Design model, where one data provides supporting data for other data (Cresweel and Clark, 2007). This research was carried out in stages consisting of initial identification of the counselee through observation and interviews, followed by selecting research subjects and providing counseling interventions in approximately 4 counseling sessions, then collecting qualitative data and finally interpreting and explaining the results of data that are qualitative data and quantitative.

The population of this study were students majoring in Guidance and Counseling, especially UNNES students. Research subjects are based on the results of initial identification using interviews and problematic instruments using online games. In this case, the students were selected by purposive sampling technique. That is, the subject is selected on the basis of a specific purpose (Creswell, 2015). This was done due to limited time, energy and funds, so it was not possible to take a large and distant sample.

Collecting data using an online game addiction psychological scale adapted from the Lemmens, Valkenburg, & Peter (2009) addiction scale instrument which has been tested for validity and reliability, namely a 21-item scale showing high reliability with Cronbach's alpha of 0.94 at first. sample and 0.92 in the second sample. The reason why the researcher adapted from the Lemmens, Valkenburg, & Peter (2009) addiction scale instrument was because the adapted psychological scale was represented by a convincing and integrated validity profile and a construction and representative language that could increase the accessibility of construct estimates to a wide population thus facilitating for the selection of psychological scales (Lenz, Inmaculada, Julia, & Patricia, 2017). The second instrument uses interview instruments, focus group discussions and interviews to obtain deeper and stronger information from different perspectives (Herdiansyah, 2015).

All of these data were analyzed using different analytical techniques. Conversational data analysis, especially in analyzing the counselee's utterances in the intervention process (counseling) taken through the results of transcripts or verbatim, uses the Conversation Analysis Method. The purpose and focus of the conversational analysis method is a way to examine the conversational process in social interaction (Perakyla et al., 2008; Liddicoat, 2007). Furthermore, statistical analysis with non-parametric inferential statistical analysis, namely The Wilcoxon Matched-pairs Signed-ranks Test, and a combined analysis called Concurrent Data Analysis (Cresswell and Clark, 2007: 136). This analysis activity uses the SPSS for windows version 22 program (Ghozali, 2013).

The data analysis of the mixed methods design used statistical analysis and qualitative analysis. With the analysis results obtained from the two data sources, the next analysis is directed at a combined analysis of the two data sources or called Concurrent Data Analysis (Cresswell and Clark, 2007: 136). In Concurrent Data Analysis, there are two stages, namely: first by separating the analysis of qualitative data and quantitative data. Then the second stage is to combine two qualitative-qualitative data. As a step in the merger, it will be done by transforming the data and comparing the data, and the results of the comparison are made in the form of a matrix so that the comparison is clear.

Findings and Discussion

Findings

Preliminary research obtained data from 281 respondents randomly with the most data from the Faculty of Education, coming from the 2018 batch and dominated by female respondents than male. Apart from the data on the distribution of respondents above, the percentage level of online game addiction scale in Semarang State University students is in the medium average category (*M=49,12, SD=13,77*). After that, the researchers chose 11 samples from the total respondents who were at the lowest level addiction is very high and high in order to establish the process of extracting further data. Before they accept the treatment, all of the respondents were in the high criteria of addiction (*M=82,09, SD=11,39*) and after the intervention they were in low criteria (*M= 55,55, SD=6,13*).

After the data is analyzed as a whole, then the data is analyzed based on indicators. The motives of online game users have seven indicators, namely social, escape, competition, coping, skill development, fantasy, and recreation. Based on the analysis by category, various results were obtained, namely high, medium, to low. The recreation indicator has the highest score among the other six indicators, which is 71%. Then followed by social indicators, competence, coping, and skill development which are in the medium category. The indicators of escape and fantasy are in the low category. The descriptive analysis of the percentage of online game user indicators is further explained in table 1.

Table 1. Average percentage per indicator of UNNES student online game user motives

Indicator	%	Kategori
Social	54	M
Escape	50	L
Competition	52	M
Coping	62	M
Skill development	61	M
Fantasy	47	L
Recreation	71	H

This study also produces pre-test and post-test data. Therefore, a different test was then conducted to determine the efficacy of solution-focused brief counseling by comparing the results before and after treatment. The following are the results of non-parametric statistical analysis from pre-test and post-test data to eleven sources which show a decrease in the level of addiction to online games.

Table 2. Length Weight of Sections Quantitative Results of Students with game addiction

	N	Pre-test	Criteria	Post-test	Criteria	Wilcoxon z
Game Addiction	11	82,09	High	55.55	Low	-2.936

Results of Interviews with Selected Subjects

Based on the results of interviews and counseling with counselees, each counselee has different motives and urges to play online games. In counselee A, the activity of playing online games recently has been quite controllable because he has been doing a lot of activities. Meanwhile for counselee B, the behavior of playing online games is still not under control. Counselee B will play for a long time if he has a lot of free time, there is a desire and feels stressed. This condition can occur at any time, so awareness and strategies are needed to control

their behavior. To help counselees, counselors also apply solution focused brief counseling. Through the counselee's speech, there are positive changes in each counselee

According to the counselee A, who likes mobile online battle games and has a high playing motive, according to his, playing games gives satisfaction, can increase concentration and meet new people. The counselee has started playing games since middle school. Initially, he borrowed a friend's cellphone whose game has continued until now. The counselee feels that if he hasn't played in a day, don't hesitate to borrow a friend's cellphone. Playing games based on escape motives, for example, when I feel bored, I will immediately play the game. Based on the results of the pretest, social motives are included in the category because when playing games and meeting new people, you can add friends and improve game playing skills. In a day can play games for 3 hours. The counselee will stop playing the game if he is satisfied and there are important things to do. Back in high school, I stopped playing games when my cellphone died, but now it's not as bad as it used to be because the memory is full so some games are deleted. The negative influence of online games for the counselee's life, if there is an important job that must be done immediately becomes delayed. While the positive influence can fill spare time. For the counselee, playing games is quite disruptive to their activities because they often forget their assignments. In the last 1 week, the counselee played games only on holidays and did not have too many tasks or activities. The counselee saw that his gaming habits were much better than before. The counselee feels that he is now more able to control his urge to play games because he knows more about which activities are more important to do first.

Counselee B is a male final year student who is taking his thesis. Counselee B shared that his experience of playing online games lasted for a long time when he felt a lot of free time, there was a desire and when he felt stressed. In the last 2 weeks, for 5 days he played online games with a duration of 8 hours every day. The counselee is aware that the time spent just playing online games is detrimental because it can actually be used to work on his thesis. Counselee B prefers to play online games on a PC (computer). If counselee B plays MOBA on a cellphone, the counselee is aware that it can get worse and does not know the time. Counselee B also realized that he had the urge to reduce the duration of his online game playing time. According to counselee B, the way to reduce the duration of playing online games can be done by doing various activities that can keep him busy, such as sports and discussions with friends. According to counselee B, the normal time for playing games is 5 hours. If in 1 week 20 hours, then it is possible to reduce it to 10 hours first. Counselee B has more free time at this time because he only has 1 day left to do his thesis, so it is a bit relaxing. The counselee explained that he can control his free time when he gets a stimulus such as seeing posts from friends who are graduating, there are friends who invite discussions, look for references, and there are interesting books that he is curious to read.

Based on the results of interviews and counseling with counselees, each counselee has different motives and urges to play online games. In counselee A, the activity of playing online games recently has been quite controllable because he has been doing a lot of activities. Meanwhile for counselee B, the behavior of playing online games is still not under control. Counselee B will play for a long time if he has a lot of free time, there is a desire and feels stressed. This condition can occur at any time, so awareness and strategies are needed to control their behavior. To help counselees, counselors also apply solution focused brief counseling. Through the counselee's speech, there are positive changes in each counselee. This change was also proven through the post-test results on the level of online game addiction. Researchers took 6 students who were given post-test questions and the results showed a decrease in the level of addiction by 23.6% to 38.3% as the highest level of change.

Discussion

Referring to the research results, the recreation indicator has the highest percentage among the other six indicators. This can be interpreted that students are encouraged to play online games for recreational purposes with the intention of having fun. These conditions are relevant to the research of Wu, et al. (2013) which states that many people who are addicted

to online games unknowingly start their activities because of recreational motives or desires. This recreational motive gradually becomes addictive behavior because they feel that social needs or social relationships are met when interacting with other people or players. The results of this study are also relevant to the findings of this study, that social indicators are in the medium category. Thus, it can be interpreted that after the motive for recreation or pleasure is achieved, another motive that drives addiction is the social interaction that occurs when playing with other players. These findings are relevant to the research of Fuster et al. (2012) which states that socialization is the main motivating factor for online game players. Furthermore, Young K. (2015) emphasized that the tendency of this problem is most often found in online game users of the Massively Multiplayer Online Role-Playing Games (MMORPG) type.

Based on the results of the counseling process (intervention) carried out by the researcher, what actually happened in the intervention process and the results achieved when associated with the general factors that marked the success of the SFBC counseling intervention process is theoretically true (Ottens and Klein , 2005). Lambert (1992) in Bertolino and O'Hanlon (2002:15), states that the efficacy or effectiveness of counseling or psychotherapy is determined more by the utilization of general therapeutic factors than by the manifestation of specific therapeutic factors or specific techniques of an approach. counseling or psychotherapy. These general factors are basically summarized in three constructs or three factors, namely (1) extratherapeutic factors; (2) therapeutic relationship factors; (3) placebo or expectancy factor. Extratherapeutic factors summarize the existence of the counselee's variables such as the counselee's motivation to make improvements to himself, the counselee's strength or ability to make changes and social support variables such as family or environmental support to the counselee. The therapeutic relationship factor summarizes the existence of variables of empathy, concern, unconditional acceptance, warmth and encouragement to grow, all of which are manifested in the counselor's basic attitude when helping counselees to solve their problems. While the expectation factor summarizes the expectations and beliefs of the counselee and counselor on the efficacy, effectiveness, accuracy and ability of various aspects of counseling that they manifest together in the therapeutic process.

According to Lambert (1992) in Bertolino and O'Hanlon (2002) suggests that the magnitude of the contribution of extratherapeutic factors, therapeutic relationship factors, expectation factors and special therapeutic factors (specific techniques) in producing improvements in counselees has different percentages. It is known that the greatest contribution is given by extratherapeutic factors, namely 40%, followed by therapeutic relationship factors by 30%, and expectancy factors by 15%. While the contribution of special therapeutic techniques is only 15%. Thus it can be said that the overall contribution of therapeutic factors originating from outside counseling for the improvement of the counselee is the expectation factor of 55%.

The SFBC technique has been widely studied as a form of intervention for the counselee. One of them is the research by Torres-Rodriguez (2018) which developed a treatment for internet gaming problems through the PIPATIC program. SFBC is widely used as a strategy in the aspect of intrapersonal and new lifestyle development. Furthermore, Zhang (2020) conducted group counseling using the SFBC method in an effort to intervene in internet addiction. The study found that the group counseling intervention strategy using the SFBC method proved to be effective and the results of the intervention had long-term and short-term effects.

Associated with the behavior of playing online games on the subject of research, so when viewed from the theory it is a manifestation of the behavior of choosing to suffer or make yourself miserable. Glasser (in Jones, 2011) suggests that a person chooses certain forms of self-destructive behavior because the individual chooses to fulfill these needs rather than meeting other needs that are better. In this case it can be seen that when the research subject chooses to follow his laziness, the subject feels that it is a need that he can fulfill to avoid more important needs such as doing academic assignments. In other words, the behavior of using online games is used so that the subject does not

do anything, is afraid to do something more difficult and wants to break away from what they were doing before (Jones, 2011).

In the counseling session conversation, the researcher asked the subject to assess whether his behavior was strong enough to fulfill the subject's wishes, especially to be able to do his academic duties well and look for behavioral choices that lead to more effectiveness and responsibility. achievement behavior. In this case the subject becomes aware of his behavior, although it has not completely changed the pattern related to adaptability, the subject begins to realize how and why the behavior they have developed so far is not effective. According to Wubbolding (in Jones, 2011) unconscious self-behavior occurs because individuals have not carried out a thorough self-evaluation of all their total behavior which includes thoughts, feelings, actions and physiology. In conversations with the counselee, the counselor found a change in the use of words used by the counselee to describe the situation. According to Richer (2015) there are several types of meaning from the counselee's talk such as the counselee showing feelings of pleasure for the positive changes experienced, the counselee expressing that he believes in himself, the counselee has control over his life, distinguishes and chooses things that are useful and not useful for him. After being at this stage, the counselee can develop a list of possible new activities that result in well-being and happiness, but in the research the changes that have been carried out have not been specifically planned according to the needs of each counselee.

Conclusion

The SFBC approach resulted in therapeutic changes in overcoming online gaming behavior in UNNES students. In testing the hypothesis using conversational analysis, it can also be concluded that there is a change in the counselee's speech or speech and the counselee's desire and the counselee's actions to try to make a solution to the problem of online game behavior. This positive change was also revealed quantitatively based on the results of the pre-test and post-test, namely that there was a decrease in the level of online game addiction. In this case, counselors need to prepare and equip themselves to be able to apply SFBC counseling, which is an approach that has high applicative value in its application. Thus, this approach can be used as a counseling approach that can be carried out by counselors in daily practice. Furthermore, educational institutions are expected to be able to identify online game addiction problems in students and deal with them carefully so that individuals can develop themselves and choose appropriate and responsible behavior in everyday life.

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