



Peci Oren, “Peer Coaching for Teen”: A Strategy to Reduce Gaming Disorder in Adolescents

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ABSTRACT

Problem Statement: The rapid development of information and communication technology has a significant impact on adolescent behavior, one of which is online game addiction. Online games, which have become one of the favorite entertainments for teenagers, have led to the emergence of the phenomenon known as gaming disorder, which is characterized by an uncontrollable pattern of gaming behavior. **Objective:** This study aims to analyze the risk factors of gaming disorder in adolescents, as well as to explore its management efforts through the PECI OREN (Peer Coaching For Teens) method. **Method:** The research was conducted using a descriptive-analytic design, involving 86 high school students at risk of experiencing gaming disorder. The instrument used to measure gaming disorder symptoms is the Internet Gaming Disorder Scale–Short-Form (IGDS9-SF). **Finding** The research results show that 11.6% of respondents are at risk of experiencing gaming disorder, with the highest score found in the symptom of "escape motivation," which indicates the use of games to cope with negative feelings. **Conclusion** Effective management of gaming disorder can be carried out through various efforts, including education, parental monitoring, and the implementation of the PECI OREN method, which involves the role of peers in providing social support.

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INTRODUCTION

The rapid development of science and technology provides unlimited access and requires knowledge and technology, as well as people, to connect with each other. Every individual has easy access to all information, including online games. This condition will impact human life and health. Online games have become one of the most interesting and popular activities among all age groups, especially teenagers (Setyowati et al., 2023). The research results show that teenagers are more vulnerable to online gaming addiction compared to adults (Novrialdy, 2019). Based on data from the Global Statshot Report, online gaming addiction is most common among children aged 12 to 18 years. This phenomenon is also perceived as a problem for teenagers, where they experience symptoms of gaming disorder or uncontrolled gaming behavior patterns.

Handling gaming disorders has become a necessity because adolescence, which starts from the age of 15 to 21, is a crucial period in human development, during which various physical, psychological, social, and mental changes occur (Maryam B. Gainau, 2021). During adolescence,

there is often an urge to explore and try new things. A teenager begins to organize his activities on the basis of a particular principle, belief, and personal point of view. When compiling a teenager's personality, it is important to take into account their attitude toward the environment, social events, and people. Psychological research shows that most adolescents correctly understand such spiritual, moral concepts as perseverance, humility, pride, sincerity, begging ([Boltaboyev & Ahmedov, 2022](#)). This is because adolescence is a period of self-discovery, so teenagers need role models to emulate in their behavior and lives. One of the role models often looked up to by teenagers is characters in online games.

The results of researches show that the behavior of the model will shape the behavior of the observer ([Dewi, 2020](#)). Games that feature brutal fights, bloodshed, sadism, torture scenes, murder, and violence will shape teenagers' characters with aggressive behavior, irritability, difficulty controlling emotions, and even unconsciously engaging in bullying their friends. This condition becomes a priority in addressing the issue of gaming disorder, which will impact the physical and mental health of adolescents. Dependence on games will reduce activities that should be experienced by teens like playing with their friends, creativity development, or studying. Teenagers who experience dependence on gaming activities will reduce study time and time to socialise with their peers. If this continues for a long time, it is estimated that teenagers will withdraw from social interactions, be insensitive to the environment, and can even form an antisocial personality, where the child does not have the ability to adapt to their social environment. Teenagers are still undergoing changes. both emotions, body, interests, and patterns behaviour. Adolescence is full of problems due to emotional instability ([Lusiano Araujo et al., 2024](#)).

The symptoms of gaming disorder can affect both physical and mental health. The physical health issues that often arise include decreased immunity due to lack of food and rest, sleep disturbances, metabolic system disorders, fatigue syndrome, neck and muscle stiffness, up to Carpal Tunnel Syndrome, dehydration, obesity, or the opposite ([Kibtyah et al., 2023](#)). Mental health conditions that can be affected by gaming disorder include depression, a continuously declining ability to socialize, social phobia, hallucinations, and even violent behavior. In addition to affecting health, gaming disorder will also impact motivation and academic performance. ([Haryanti et al., 2022](#)). Teenagers who experience gaming disorder will spend hours at a time playing games, often feeling restless, anxious, upset, or angry when unable to access the game and emotional if interrupted while playing, have a constant desire to keep playing to achieve higher scores and levels, are willing to spend a lot of money on the games they play, and have less interaction with their surroundings ([Kibtyah et al., 2023](#)). Therefore, gaming disorder must be addressed immediately.

Several efforts that can be made to address gaming disorder as an effort to improve the quality of life for adolescents include: educating about the dangers of online game addiction, parental monitoring, resource restriction, group counseling, and peer coaching ([Novrialdy, 2019](#)). Peer coaching is an educational method for solving an individual's problem through a peer group that shares similar characteristics within a specific group, making the delivery of information easier due to the comfortable communication used. This method will enable individuals to solve their problems and enhance their personal abilities ([Prasetiawan, 2016](#)). Peer coaching is counselling for and conducted by peer groups, in this case, teenagers, through a relationship of mutual trust towards individuals who need help. This coaching is considered quite effective

because it is provided by peers themselves. In adolescents, there is a tendency to have a personal fable, which is the belief that only they who experience unique experiences, not other adults ([Fariati, 2023](#)). Therefore, reinforcement through coaching and counseling is considered quite meaningful to be conducted.

PECI OREN: Peer Coaching for Teens is a method to reduce the symptoms of gaming disorder through a peer empowerment approach. Peer coaching is an educational method for solving an individual's problem through a peer group that shares similar characteristics within a specific group, making it easier to convey information due to the use of comfortable communication. PECI OREN is one of the appropriate methods for providing information and education to teenagers of the same age, as it aligns with adolescent psychological development; teenagers will be closer or more familiar and more open with their peers ([Owa, Sekunda, and Budiana, 2020](#)). The PECI OREN method is carried out by forming predetermined motivator groups and subsequently providing training on Gaming Disorder, which will be used as coaches or motivators for friends experiencing Gaming Disorder. The PECI OREN method can have multiple effects because the training provided can transfer knowledge to the peers and the targeted adolescents. Peer education has been approached in numerous interactive techniques, including role plays, games, and small group presentations. Depending on the project's goals, several approaches are used (e.g. disseminating information, behaviour modification, or development of skills) ([Abdi & Simbar, 2013](#)).

METHODS

The approach implemented in this study is descriptive analytical, which is intended to outline and examine occurrences based on information gathered from participants ([Poon et al., 2021](#)). The investigation was carried out with 86 high school learners who are recognized for their active engagement in online gaming and the likelihood of facing Gaming Disorder. All participants were chosen with attention to having similar attributes, including teenage age, socio-demographic background, academic standing, and the kinds of online games played. This methodology is designed to improve data uniformity and minimize confounding factors that might influence the analysis outcomes. As noted in various prior studies, uniformity in participant traits is essential for the internal validity of psychological studies ([Pontes & Griffiths, 2015](#)). In this regard, the descriptive-analytical method enables researchers to systematically pinpoint potential hazards and severity levels of disorders. This approach also bolsters the groundwork for additional research on strategies to avert gaming disorders among school-aged youths.

The primary tool utilized in this research is the Internet Gaming Disorder Scale–Short-Form (IGDS9-SF), which is intended to evaluate the seriousness of IGD based on nine criteria from the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). IGDS9-SF comprises nine inquiries that represent the nine principal elements of this disorder, where the components of the questions include: (1) preoccupation with playing; (2) withdrawal symptoms; (3) tolerance; (4) relapse; (5) loss of interest; (6) continued and excessive use of online games; (7) deception; (8) mood modification; and, (9) losing significant things. These nine criteria have been described using the body of research on substance use disorders and pathological gambling, as IGD research is relatively new. As a result, methodological concerns regarding the diagnosis and

presentation of IGD may be linked to IGD measurement. The Internet Gaming Disorder Scale 9–Short-Form (IGDS9-SF), a condensed version of the IGDS, is one of 18 measures created to evaluate IGD and is intended to identify all nine of its diagnostic criteria ([Ali et al., 2022](#)). The benefit of this measure lies in its usability and its capability to yield extensive data in a relatively brief timeframe. Furthermore, this instrument has been applied in diverse cross-cultural studies and has shown to possess cross-population validity. Therefore, the IGDS9-SF emerges as a pertinent and dependable tool in this investigation.

The validity test results of IGDS9-SF indicate a value of 0.875, while the reliability test employing Cronbach’s alpha results in 0.857, which implies that this tool possesses very good internal consistency. This indicates that the instrument is valid and reliable for use as a research instrument. In psychometric studies, a Cronbach’s alpha value exceeding 0.80 is regarded as very good and demonstrates that each item in the scale is reliably associated in measuring the same construct ([Taber, 2018](#)). The strong validity and reliability bolster the confidence that IGDS9-SF can be effectively utilized to evaluate IGD symptoms among students. The empirical validation is additionally supported by another study that revealed IGDS9-SF's capability to differentiate between problematic and non-problematic game users ([Karhulahti et al., 2021](#)). This research suggests that the assessment of IGD should encompass not just the frequency of play but also the psychosocial ramifications it incurs. Therefore, the adoption of standardized and statistically validated measurement tools is vital in guaranteeing the accuracy of data and research findings. This instrument can act as a foundation for creating educational or preventive initiatives directed at adolescents within school or community environments.

RESULTS AND DISCUSSION

The description of the characteristics of high school student respondents who play online games, totaling 86 students, is explained in the table below.

Table 1. Description of the Characteristics of High School Student Respondents Who Play Online Games

Characteristic		n	Mean	Min	Max
Age (Year)	15	2	17	15	19
	16	33			
	17	35			
	18	11			
	19	4			
Gender	Male	37	11	10	12
	Female	49			
Grade (High School)	10	0			
	11	51			
	12	35			

Based on the table above, it shows that the lowest age is 15 years, the highest is 19 years, with an average of 17 years. Of the 86 respondents, 37 were male and 49 were female. The average number of students in the 11th grade is 51 students and 35 students in the 12th grade.

Table 2. Internet Gaming Disorder in High School Students

No	Item	Min	Max	Mean
1.	Preoccupation	1	5	3
2.	Satisfaction	1	5	3
3.	Anxiety	1	5	2
4.	Relieve	1	5	3
5.	Deceiving	1	5	2
6.	Control	1	5	2
7.	Interest	1	5	2
8.	Problem	1	5	2
9.	Jeopardized	1	5	1

Based on the table above, there are 9 question points in the questionnaire given to students from the Internet Gaming Disorder Scale–Short-Form (IGDS9-SF) instrument. Each question generates a score with a minimum value of 1 and a maximum value of 5.

Table 3. IGDS9-SF Interpretation Result

Interpretation	n	Percentage	Mean	Min	Max
At risk	10	11,6 %	29	25	33
Not at risk	76	88,3%	17	9	24

Table 3 shows the scores obtained from the Internet Gaming Disorder Scale–Short-Form (IGDS9-SF) instrument. The lowest possible score is 9, and the highest is 45, with the interpretation that $n \geq 25$ is at risk of experiencing gaming disorder. The results of the respondents' responses showed that there were 10 students at risk and 76 students not at risk..

Factors such as age and gender have a significant impact on gaming activities. Age had an influence on the time of day that participants usually spent video gaming. In particular, younger participants tend to play more during the afternoon compared to older gamers. This result is in line with the typical daily routine of students, who are more likely to have available time to play during that period of time compared to workers. ([Triberti et al., 2018](#))

According to research on IGD and SMA (Social Media Addiction) over the last decade, extensive findings suggest that females are more prone to problems with online communication and social media use, while internet gaming is more prevalent among males. Males typically spend more time gaming per day than females, and this has been observed across jurisdictions in adults and adolescents. Not surprisingly, males are more prone to develop IGD than females across age groups. ([Su et al., 2020](#)). In this case, the respondents are mostly female, but the ones that are at risk of IGD consist of 6 males out of 9 students.

The questionnaire items consist of 9 components, namely: (1) preoccupation with playing on the internet/digital games; (2) withdrawal symptoms when internet games are not available; (3) tolerance noted by increased time spent in gaming; (4) relapse noted by failed attempts to quit gaming; (5) loss of interest in other previous hobbies/entertainment behaviors because of, and with the exception of, online games; (6) continued and excessive use of online games despite knowledge of the psychosocial problems it causes; (7) deception of relatives, therapists, or other people about the amount of time spent in gaming; (8) mood modification is noted by use of online games to escape or mitigate negative emotions; and, (9) losing significant interpersonal relationships, work

and educational or professional opportunities as a result of participating in internet gaming. All nine items are rated on a 5-point scale: 1 (“never”), 2 (“rarely”), 3 (“sometimes”), 4 (“often”), and 5 (“very often”). Total scores are obtained by summing the gamer’s answers and they can range from 9 to 45, with higher scores being indicative of higher risk of disordered gaming ([Ali et al., 2022](#)).

The highest score appeared on question 4, about playing games to escape or mitigate negative emotions. Online video gaming has a complicated and multidimensional psychological impact on teenagers. It has been shown that playing video games can improve cognitive function, social engagement, and stress reduction ([Alanko, 2023](#)). Recent studies have emphasised the potential advantages of regular online video game play, such as improved cognitive functioning, higher creativity, and improved problem-solving abilities. Teenagers can explore many facets of their personalities in a safe setting by taking part in a variety of in-game scenarios, which improves their self-awareness and emotional control. By offering a common forum for communication, cooperation, and competition, this goal is accomplished and can improve the calibre of peer relationships and social skills ([Schneider et al., 2017](#)).

However, teenagers usually turn to online video games as a way to escape from the challenges of real life and lose themselves in a made-up world ([Marques et al., 2023](#)). This behaviour is typified by escape motivation, which is the practice of using video games to reduce unpleasant feelings brought on by issues in teenagers' life. Numerous research have found a high correlation between problematic gaming condition and escape desire, a nonfunctional coping strategy for handling real-life problems. As a result, the idea of "escapism" may lead to excessive gaming, which could have detrimental effects like addiction, a condition that is comparable to other types of behavioural addiction. According to studies, teens who play video games for extended periods of time may perform worse academically, have disturbed sleep habits, and be more susceptible to mental health conditions like anxiety and depression ([Görgülü & Özer, 2024](#)). The distinction between healthy and problematic gaming, the motivations behind gaming, and the capacity of teenagers to manage gaming with other responsibilities in their lives are frequently determined by the situation ([Commodari et al., 2024](#)).

Table 3 indicates that the majority of students do not exhibit symptoms of Internet Gaming Disorder (IGD) or gaming addiction. Of the 86 respondents, only 11.6% (10 students) are at risk of experiencing IGD. IGD is a disorder characterised by an excessive reliance on video games that can interfere with day-to-day functioning and have a detrimental effect on an individual's emotional, cognitive, and behavioural components. Loss of control over play time is one of the primary features of IGD, which may lead to negative physical and psychological consequences. Psychological disorders such mood swings, impatience, and impulsive behaviours, including the use of inappropriate language, are common in people with IGD ([Adhyaksa & Valentina, 2023](#)). Uncontrolled gaming activities can also affect psychological well-being and social life, even increasing the risk of depression ([Muchlis, 2024](#)). Moreover, excessive use of gaming devices can trigger conditions such as asthenopia, which is eye fatigue characterized by symptoms like blurred vision, headaches, and watery eyes, potentially disrupting academic performance ([Prasasti, 2023](#)).

In order to prevent IGD in teenagers, protective factors must be taken into account. A comprehensive strategy is needed to prevent IGD. Teenagers who receive social support from their family and friends are more likely to participate in healthy activities like sports or academic

endeavours, which lessens their reliance on video games. Cognitive-behavioral therapy is also effective in helping adolescents manage their emotions and behaviors ([Giyaningtyas & Armi, 2024](#)). Optimizing family functions, such as open communication and clear rules regarding playtime, is crucial for building self-control abilities in children ([Adhyaksa & Valentina, 2023](#)).

CONCLUSION

The Internet Gaming Disorder Scale–Short-Form (IGDS9-SF) instrument reveals that $n \geq 25$ score shows students are at risk of experiencing gaming disorder. Factors such as age and gender significantly impact gaming activities, with younger participants playing more during the afternoon compared to older gamers. Research shows that females are more prone to problems with online communication and social media use, while males are more prevalent in internet gaming. The questionnaire items consist of nine components, with higher scores indicating a higher risk of disordered gaming. The highest score was on question 4, about playing games to escape or mitigate negative emotions. Online video gaming has a complex psychological impact on teenagers, improving cognitive function, social engagement, and stress reduction. It can also improve self-awareness and emotional control, as well as provide a common forum for communication, cooperation, and competition. However, teenagers often turn to online games as a way to escape from real life challenges and lose themselves in a made-up world.

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