

The Effect of Group Guidance With Ice Breaking in Improving Social Skills in Teenagers Addicted to Online Games

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Abstract

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Kata kunci:

bimbingan kelompok, ice breaking, keterampilan sosial, kecanduan game online, remaja.

The rapid development of digital technology has had a significant impact on adolescents' lives, one of which is the increasing addiction to online games, which affects social skills. Adolescents who experience online game addiction tend to interact less directly with others, have difficulties in communication, and exhibit low levels of empathy and social cooperation. This study aims to examine the effect of group guidance using ice-breaking techniques on improving social skills among adolescents addicted to online games. The study employed a quantitative, quasi-experimental design with a pre-test and post-test model, including an experimental and a control group. The research subjects were adolescents addicted to online games in Bungamas Village, Kikim Timur District, selected through purposive sampling. The results showed that in the group without ice-breaking treatment, there was no improvement in social skills between the pre-test and post-test. Meanwhile, in the group that received group guidance with ice-breaking techniques, there was an improvement in social skills with positive ranks ($N = 4$) and an average increase of 9.63. The Wilcoxon test results indicated an Asymp. Sig. (2-tailed) value of 0.013 (< 0.05), demonstrating a significant difference between pre-test and post-test scores. Therefore, it can be concluded that group guidance with ice-breaking techniques has a significant effect on improving social skills among adolescents addicted to online games.

Abstrak.

Perkembangan teknologi digital mendorong transformasi dakwah ke arah yang lebih modern melalui media sosial, salah satunya YouTube dalam bentuk podcast. Penelitian ini bertujuan untuk menganalisis efektivitas podcast sebagai media alternatif dakwah kontemporer dengan mengambil studi pada podcast "Learning by Fasting" di channel Sepulang Sekolah. Metode yang digunakan adalah pendekatan kualitatif dengan teknik analisis isi terhadap konten podcast. Hasil penelitian menunjukkan bahwa podcast sebagai media dakwah mampu menyampaikan pesan keagamaan secara santai, komunikatif, dan mudah dipahami, khususnya bagi kalangan generasi muda. Selain itu, penggunaan platform YouTube juga memperluas jangkauan audiens sehingga dakwah menjadi lebih relevan dengan perkembangan zaman. Dengan demikian, podcast dapat dikatakan efektif sebagai media dakwah kontemporer di era digital.

PENDAHULUAN

The emergence of information and communication technology in the era of globalization has triggered profound changes in various aspects of human life, particularly in the social interaction patterns of adolescents. Online games have emerged as a prominent example of such technological products, gaining significant popularity and widespread engagement. This phenomenon has evolved from a mere form of entertainment to a lifestyle dominating the leisure time of the younger generation. Fajarseli (2023) argues that irregular online game use among school-age adolescents often leads to addictive behavior, thus impairing their cognitive and social functioning.

The emergence of information technology in the digital age has triggered a fundamental shift in the sociocultural environment of adolescents' social interactions. The evolution of online games from mere entertainment to a virtual life space has raised concerns regarding their potential for addiction. The phenomenon of online game addiction in adolescents has been shown to have detrimental impacts on both their physical health and psychosocial development. Adolescents experiencing digital addiction tend to exhibit a loss of self-control (Purwanto & Rosyidin, 2024), with online activities being prioritized over social and academic responsibilities (Hidayad et al., 2024).

Adolescents suffering from gaming addiction have been shown to exhibit deficits in important social skills, including an inability to empathize, communicate assertively, and participate in cooperative activities. Indeed, Lawrence Kohlberg has asserted that adolescents' moral and social development depends on their opportunities to interact in groups (Fitria Marisya et al., 2025), thus facilitating understanding of others' perspectives. (Kohlberg, L., 1978) If left unchecked, this condition will undoubtedly impact adolescents' future psychological development. During this transitional period, it is crucial for adolescents to successfully complete social developmental tasks in order to form a mature identity. (Mertika, M., & Mariana, D, 2020)

Social skills are defined as essential abilities encompassing communication, adaptation, and problem-solving in interactions with others. Mastery of these skills allows individuals to express both positive and negative emotions without harming others. Adolescents suffering from gaming addiction may exhibit deficits in social skills (Astirini Swarastuti et al., 2024), necessitating appropriate intervention. Group counseling is considered an effective method (Irawan et al., 2024). Group counseling is a service that utilizes group dynamics to develop individual aspects, including social skills. Group counseling has been shown to facilitate the exchange of experiences and the acquisition of new insights among participants (Dita Rahmawati et al., 2025). However, the main

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challenge in group counseling for passive or rigid adolescents is creating an engaging and conducive atmosphere. Therefore, the use of icebreaking techniques is crucial.

The term "icebreaking" is defined as an effort to defuse a tense atmosphere and create a more relaxed and relaxed atmosphere. This technique is used to facilitate the transition from boredom or tension to relaxation and enjoyment. The use of icebreaking in group counseling is hypothesized to stimulate smoother social interactions, thus facilitating optimal absorption of guidance material and improving students' social skills. To address these issues, coordinated and dynamic guidance interventions are needed. Group guidance services are a solution that utilizes group dynamics to develop individual social skills through the provision of information and discussion. (Prayitno, 2010) However, group counseling services often face obstacles such as a stiff atmosphere, boredom, or lack of interest among participants in actively participating in discussions.

This study aimed to test the effectiveness of group counseling using icebreaking techniques in improving social skills among adolescents addicted to online games in Bungamas Village, East Kikim Regency. This research is significant because it provides counselors with alternative strategies for addressing the negative impacts of technology on adolescents.

METODE PENELITIAN

This study employed a quantitative research approach and design, with a quasi-experimental design. The design employed a pre-test and post-test with an experimental and a control group (Nasar et al., 2024). The rationale behind this approach was to determine the extent of changes in social skills levels before and after the intervention in both groups (Faridatul Faridatul & M Bambang Purwanto, 2025).

Research Subjects: The population and sample of this study were adolescents addicted to online games in Bungamas Village, East Kikim Regency, specifically students of SMPN 1 East Kikim. The sampling technique used was purposive sampling, which involves selecting subjects based on certain criteria. These criteria included adolescents (aged 10-13) who showed signs of game addiction, such as excessive playing time and experiencing difficulties in social interactions. A total of 18 individuals were used for data analysis.

Data collection for the research instrument was conducted through a questionnaire or survey equipped with a Likert scale. The questionnaire was designed to measure indicators of social skills, including communication, cooperation, empathy, self-control, and social problem-solving skills. In addition to questionnaire administration, observational studies and interviews were also conducted to confirm data related to students' social behavior. The instruments then underwent

validity and reliability testing. The validity test results indicated that 25 items were valid, while the reliability test yielded a Cronbach's Alpha value of 0.957, indicating a high level of reliability.

The research procedure was divided into three parts: 1) Pre-Experimental Phase: Subject identification and initial testing were conducted to measure initial social skills. 2) Experimental Phase: Treatment delivery was facilitated through group counseling services. The experimental group received guidance that included icebreaker techniques, while the control group received guidance without such techniques (Sinta Bella Agustina et al., 2026). The implementation process was carried out through a series of meetings. 3) Post-Experimental Phase: A post-experimental test was conducted to observe changes in social skills scores.

Data Analysis Techniques Data were analyzed using non-parametric inferential statistics. Specifically, the Wilcoxon Signed Rank Test was used, with SPSS as the statistical software used. The reason for choosing this test was to determine the significance of the difference between pre-test and post-test scores in cases where the sample size is limited and the data does not require a normal distribution. The hypothesis is considered accepted if the Asymp. Sig. value < 0.05 .

HASIL DAN PEMBAHASAN

1. The condition of social skills of adolescents addicted to online games before being given group guidance intervention with ice breaking techniques.

Based on research conducted on adolescents addicted to online games at SMPN 1 Kikim Timur, it was found that their social skills before being given group guidance intervention using ice-breaking techniques were in the low to moderate category. This was evident from the initial pre-test results, which showed that most respondents experienced difficulty communicating effectively with peers, were less able to cooperate in group activities, and had relatively low levels of empathy for others. These conditions indicate that online game addiction can impact the quality of direct social interactions at school and in the community.

Furthermore, the high intensity of online game use causes adolescents to spend more time in the virtual world than interacting directly with their social circle. As a result, opportunities to practice social skills such as communication, cooperation, and the ability to express opinions are increasingly limited. Some adolescents also exhibited social withdrawal, lacked confidence when speaking in front of their peers, and tended to be more comfortable interacting through digital media than face-to-face.

Observations conducted during the research process also indicated that some respondents tended to be passive during group activities. They tend to be less active in discussions and often show indifference to the opinions of their peers. This situation indicates that online gaming addiction not only affects academic performance but also impacts the

development of adolescents' social skills, particularly their ability to cooperate and build positive social relationships with peers.

This is also evident in the analysis of the control group that did not receive icebreakers. In this group, a comparison of pre-test and post-test scores showed no significant improvement in respondents' social skills. In fact, some respondents experienced a decrease in social skills scores after group guidance without icebreakers. This situation suggests that conventional group guidance methods that lack an engaging and interactive approach tend to be less effective in improving the social skills of adolescents prone to online gaming addiction.

Tabel 1. Results (Pre-Test)

No	Respondents	Pre-Test Scores	Categories
1	R1	115	High
2	R2	123	High
3	R3	98	Medium
4	R4	79	Medium
5	R5	102	Medium
6	R6	94	Medium
7	R7	101	Medium
8	R8	87	Medium
9	R9	92	Medium

Table 1 shows the initial results of the adolescents' social skills assessment. It can be seen that the majority of respondents fell into the moderate category, while only a few respondents fell into the high category. This indicates that, in general, the social skills of adolescents addicted to online gaming have not yet developed optimally. Low scores on several indicators, such as communication, cooperation, and empathy, indicate that intense online gaming can reduce adolescents' opportunities to interact directly with their social environment. This also indicates that before being given group guidance intervention using icebreaking techniques, most adolescents still experienced difficulty in building effective social relationships with peers.

Thus, the results of this study indicate that before being given group guidance intervention using icebreaking techniques, most adolescents addicted to online gaming had relatively low levels of social skills. This provides an important basis for implementing more innovative and interactive interventions to help adolescents develop communication, cooperation, empathy, and the ability to interact more effectively with their social environment.

2. The effectiveness of group guidance with ice breaking techniques in improving adolescent social skills.

The application of group counseling using icebreaking techniques has shown improvements in social skills in adolescents addicted to online gaming. Icebreaking techniques are used to create a more relaxed and enjoyable atmosphere in group counseling activities, allowing participants to interact more openly with other group members. Through these activities, adolescents not only receive guidance material but also gain firsthand experience in communicating, collaborating, and building social relationships with peers.

Post-test measurements showed an increase in social skills scores in the majority of respondents who participated in group counseling using icebreaking techniques. This improvement was evident in several social skill indicators, such as the ability to express opinions, the ability to work collaboratively in groups, and the ability to control emotions in social situations. Interactive icebreaking activities can encourage adolescents to participate more actively in group activities, thus enabling a more effective social learning process (Indriansyah et al., 2025).

Furthermore, the more relaxed and relaxed group atmosphere makes adolescents feel more comfortable interacting with other group members. Simple games used in icebreaking activities can reduce the awkwardness that often arises during group counseling. This situation allows adolescents to be more open in sharing their experiences and opinions regarding online gaming habits and their impact on their social lives (Indriani et al., 2025).

Improved social skills are also evident in changes in adolescent behavior during the guidance sessions. At the beginning of the sessions, some respondents tended to be passive and reluctant to express their opinions. However, after participating in several group guidance sessions using icebreaking techniques, adolescents began to demonstrate courage in communicating and became more actively involved in group discussions. This indicates that icebreaking techniques can help create more positive group dynamics, enabling optimal social skill development.

Tabel 2. Result Post-Test

No	Respondents	Result Pre-Test	Result Post-Test	Categories
1	R1	115	120	High
2	R2	123	118	High
3	R3	98	104	High
4	R4	79	111	High
5	R5	102	109	High
6	R6	94	101	High
7	R7	101	124	High

8	R8	87	96	Medium
9	R9	92	98	Medium

Tabel 3. Comparison of Pre-Test and Post-Test Averages

Description	Average Score
Pre-Test	107,22
Post-Test	97,33
Mean Rank Improvement	9,63
Significance Value (Wilcoxon)	0,013

Tables 2 and 3, which describe the comparison between the pre-test and post-test results above, show a change in the respondents' social skills scores after being given group guidance with the icebreaking technique. Most respondents experienced an increase in their social skills scores, particularly in indicators of communication, cooperation, and courage in expressing opinions. Furthermore, the statistical test results using the Wilcoxon test showed a significance value of 0.013, which is less than 0.05, thus concluding a significant difference between the pre-test and post-test results. This indicates that group guidance with the icebreaking technique has been proven effective in improving the social skills of adolescents addicted to online gaming (Adawiyah et al., 2022).

Thus, the results of this study indicate that group guidance accompanied by the icebreaking technique has a positive effect on improving the social skills of adolescents addicted to online gaming. This technique not only helps create a more enjoyable atmosphere during group guidance activities but also encourages adolescents to interact more actively, thereby improving their social skills.

KESIMPULAN/CONCLUSION

The results of the research and discussion concluded that the social skills of adolescents addicted to online games at SMPN 1 Kikim Timur were initially relatively low. This was demonstrated by pre-test results, which showed that most adolescents experienced difficulties in communication, cooperation, empathy, and emotional control during social interactions. This condition was influenced by the high intensity of online gaming, which led adolescents to interact more in the virtual world than in their direct social environment. Furthermore, in the group not given icebreaking treatment, there was no significant improvement in social skills between the pre-test and post-test results.

Furthermore, the results of the study indicated that the application of group guidance using icebreaking techniques was effective in improving adolescents' social skills. This was evident in the increase in social skills scores in the experimental group after treatment. Icebreaking activities

created a more relaxed and enjoyable atmosphere, enabling adolescents to interact more actively, express their opinions confidently, and collaborate with other group members. The statistical test using the Wilcoxon test showed a significance value of 0.013 ($p < 0.05$), indicating a significant difference between the pre-test and post-test scores. Thus, it can be concluded that group guidance with ice breaking techniques has a significant influence in improving the social skills of adolescents who are addicted to online games.

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