

Development of a Self-Control-Based Psychoeducation Website to Reduce Online Game Addiction in Vocational School Students

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Abstract: The development of online games in adolescents has an impact on decreased study concentration, late assignments, and low time management due to weak self-control, as found in SMK Negeri 4 Bojonegoro students. This research aims to develop and determine the feasibility of self-control-based psychoeducation website media as a means of guidance and counseling services in helping to reduce online game addiction. The research uses the Research and Development (R&D) method with the ADDIE model. Data were collected through a Likert scale questionnaire and analyzed using the Percentage Agreement (PA) technique. The results of the study showed that the media had a very good level of eligibility, with the validation of guidance and counseling experts of 90.22%, learning experts 88.57%, and BK teachers of 88.88%. User tests also show excellent results with an average of 86.01%, which shows the medium is decent, attractive, and easy to use. The novelty of this research lies in the self-control approach in the psychoeducational website with interactive features. However, this study is limited to a feasibility test and has not tested its effectiveness and long-term impact. Therefore, further research is recommended to test the effectiveness of the media and develop more adaptive features.

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Introduction

Advances in digital technology have encouraged the increasing use of online games among teenagers as a means of entertainment, social interaction, and self-expression (Alan & Elrisfa, 2024). Data shows that around 89% of teens engage in online gaming activities with an average playing duration of 3–4 hours per day (Nadhiroh et al., 2025). This condition shows that online gaming has become a part of the lifestyle of teenagers.

However, excessive use can have negative impacts, such as decreased study concentration, delayed completion of tasks, and disruption of social and emotional interaction (RRI, 2025). In fact, there are real cases in Indonesia that show that online game addiction can

cause psychological disorders in adolescents (Okezone, 2024). In addition, data in East Java shows that around 3,000 children and adolescents have undergone therapy due to online game addiction (East Java DPRD, 2025).

This shows that online gaming addiction is a serious problem that requires special attention. One of the rapidly growing digital technologies is *Online Games*, which provides an engaging competition-based, social, and visual gaming experience for its users (Nothing, 2024). However, high intensity of play has the potential to cause addiction, which is characterized by excessive and uncontrollable play behavior that has an impact on academic and social aspects. There are seven aspects of online gaming addiction which are: *Salience, Tolerance, Mood modification, Withdrawal, Relapse, Conflict, Problems* (Lemmens, 2009).

Many students make *Online Games* as a means of venting stress, searching for identity, and a symbol of social status in the circle of friends (Nurhidayati & Iqbal, 2024). This addiction is closely related to low self-control, which is the ability of individuals to regulate emotions, thoughts, and actions so that they are not driven by momentary impulses (Retnowati & Kuswanto, 2020).

Based on the results of preliminary research conducted through observation and interviews with BK teachers at SMK Negeri 4 Bojonegoro and SMA Negeri 1 Kepohbaru, many students were dominant in playing *Online Games*, especially during break hours or free hours at school. Games such as *Mobile Legends, PUBG Mobile*, and *Free Fire* including the most popular. BK teacher revealed that low ability *Self-Control* students are the main factor that causes the increase in playing duration *Game*, so that students have difficulty managing study time and other academic responsibilities (Nashir et al., 2023). Therefore, strengthening self-control is an important factor in preventing and reducing addictive behavior in online games.

Self control It is defined as the ability to arrange, guide, regulate, and direct forms of behavior that can lead to positive direction (Ghufron & Rini, 2010). *Self control* is an easy-to-understand psychological factor, consisting of three concepts that different, a person's ability to control their actions, the way they handle unwanted information by interpreting it, and making choices based on their personal beliefs (Averill, 1973).

Zhou & Xing (2021) highlights that individuals with *Self-Control* low often difficulty limiting playing time *Game* and are more prone to addictive behaviors. Based on research conducted (Amaliawati et al., 2023) that emphasizes how important it is to pay attention *Self-Control* in the context of reducing addiction even further by increasing *Self-Control*, a person can build positive habits and make changes in his life. Furthermore, the research conducted by Ningrum & Cahyono (2022) also explains that gambling addiction *Online Games* It depends on how often and for how long a person plays. Individuals who can manage *Self-Control* They are well, can prevent behavioral problems such as addiction.

A number of previous studies have shown that low *Self-control* contributes significantly to the high intensity of play *Online Games*. According to Izza & Hazim (2023) in his research shows a negative correlation between *Self-Control* and the intensity of play *Online Games*, which indicates that individuals with *Self-Control* higher ones can better limit the duration of their gaming. It is important to understand the relationship between *Self-Control* with the

amount of time spent playing *Online Games*. It is also relevant in the context of time management and overall student well-being (Alan & Elrisfa, 2024).

Although various studies have examined the link between *self-control* and *online gaming* addiction, most previous studies still have some limitations. In addition, previous studies examining online game addiction tend to use descriptive and correlational approaches, so that they only explain the relationship between variables without producing practical solutions that can be directly applied in guidance and counseling services. Therefore, this research has a novelty by developing a self-control-based psychoeducational website media that is not only theoretically feasible, but also designed to be more interactive through features such as educational materials, learning videos, interactive quizzes, and reminder alarms as playtime control. This media is expected to be a more applicable solution and in accordance with the characteristics of the digital generation in guidance and counseling services.

In a study conducted by Efendi & Distira, (2024), which is about the development of career guidance modules based on Islamic values and interactive multimedia to increase the maturity of the student career development model by using the ADDIE development model. The model has the advantage of being systematic and structured, thus facilitating the media development process from the analysis stage to evaluation. The model is also flexible to adapt to the needs of users and allows for gradual improvement of the product through expert validation and user trials. Thus, ADDIE is able to produce more precise, feasible, and in accordance with the learning objectives or BK services.

Development research with the ADDIE model was also carried out by Munir et al., (2024), using the ADDIE development model because this model provides systematic and structured stages in developing products in the form of group-based guidance *E-book*. Through the analysis stage, researchers can identify the problems of student academic procrastination appropriately. The design and development stages allow for the drafting of guides that suit the needs of students and the characteristics of group tutoring services. Furthermore, the implementation and evaluation stages are used to test the feasibility and effectiveness of the product through expert validation and user trials. Thus, the ADDIE model was chosen because it is able to produce a product that is not only theoretically valid, but also practical and effective to use in guidance and counseling services to prevent student academic procrastination.

Therefore, this research is important to be carried out by developing media-based *Copyright* © psychoeducation using the model *ADDIE* as a means of counseling guidance services that are more flexible, interactive, and easily accessible (Arifin et al., 2025). *Website* With an attractive interface design and structured content, it is considered effective in supporting the learning process and changing student behavior (Arifin et al., 2025). *Website* It is also designed by integrating materials, daily schedules or play alarms that students can use as a warning to stop playing games, educational videos and interactive quizzes based on academic games, so that it is expected to increase student involvement while helping them build consistent self-control habits.

Based on this description, this study aims to develop and determine the feasibility of self-control-based psychoeducation website media as a means of supporting BK services in helping to reduce online game addiction in vocational school students. The research questions asked are: (1) how is the media development process using the ADDIE model? and (2) what is the level of media feasibility based on expert validation and user response?

Research Method

This research uses a Research and Development (R&D) approach with a *ADDIE* (*Analysis, Design, Development, Implementation, Evaluation*) Because it has systematic and flexible stages in the development of technology-based media (Asiah et al., 2022). The ADDIE model allows development to be carried out in stages from needs analysis to evaluation, as well as supporting product improvement through expert validation and user trials so as to produce valid and usable media (Branch, 2009). The flow of research development is shown in figure 1.

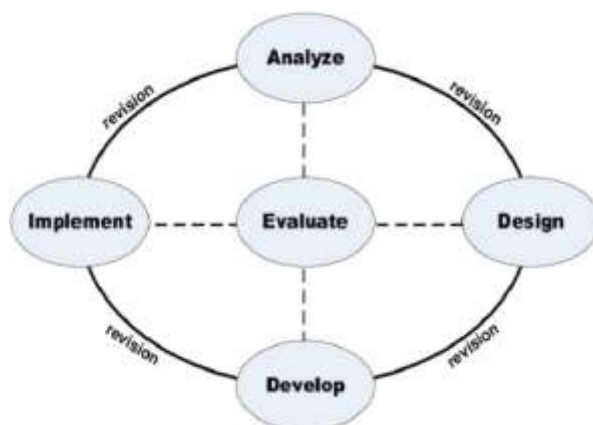


Figure 1. ADDIE Model Development Flow

The ADDIE model development flow in the image consists of five stages, namely Analyze, Design, Develop, Implement, and Evaluate. The Analyze stage is carried out to identify the needs, problems, and characteristics of users as the basis for media or product development. Furthermore, the Design stage focuses on designing concepts, materials, displays, and product development steps. At the develop stage, the design that has been made is then developed into a real product and validated and revised based on input from experts. The Implement stage is carried out by implementing or piloting the product to users on a limited scale to determine the feasibility of using the product. The Evaluate stage is carried out to evaluate each development process to correct the shortcomings so as to produce a valid and suitable product for use.

Table 1. R&D: ADDIE Model Framework

Phase	Activities & Descriptions
<i>Analysis</i>	1. Interviews with BK teachers to identify problems 2. Spread online gaming addiction questionnaire
<i>Design</i>	1. Developing the initial design of <i>the psychoeducational</i> website 2. Designing features in <i>the psychoeducational</i> website

	3. Creating a guidebook for BK teachers and students that contains the steps to use each feature, RPL on the <i>website</i> for BK teachers and students.
<i>Development</i>	1. Prototype creation that is validated by guidance and counseling experts, learning experts, and BK teachers to assess the feasibility of the product.
<i>Implementation</i>	1. Individual trial of 3 students (knowing the students' initial understanding of the use of psychoeducational websites, as well as the clarity of its features) 2. Small-scale trial of 8 students (knowing user interaction on a limited scale and assessing the attractiveness of the use of <i>psychoeducational</i> websites) 3. Field trial of 30 students (knowing the consistency of website quality when used by more users with diverse characteristics in real conditions).
<i>Evaluation</i>	1. Formative evaluation: Based on the results of validation and user tests to determine the feasibility, usability, attractiveness, and accuracy of the media

However, in this study, it is limited only to the formative evaluation stage, so that *Copyright* © psychoeducation-based *Self-Control* developed is declared suitable for use in counseling guidance services in schools, then this development is expected to be the basis for further research to be tested for effectiveness and implemented widely and further (Branch, 2009).

The subjects in this study were 46 students in grade XI majoring in ATR and KL at SMK Negeri 4 Bojonegoro who were indicated to be addicted to light to moderate online games. Furthermore, 3 students with the highest online game addiction scores were selected as individual trial subjects, and 8 students with online game addiction scores were selected as small group trial subjects. And 30 students with mild to moderate online game addiction scores were selected as field trial subjects, using purposive sampling techniques based on certain criteria, namely the level of mild to moderate online game addiction.

The research instruments consisted of an online gaming addiction questionnaire used in the preliminary study, a product feasibility evaluation sheet for media experts, learning experts, and potential users, as well as interview guidelines to obtain information about the student's condition and service needs. The online gaming addiction questionnaire was developed using a four-point Likert scale and validated through expert assessment (content validity) before being used in the preliminary study.

Meanwhile, a product feasibility evaluation sheet is used to assess the quality of the developed product, which includes aspects of usability, feasibility, accuracy, and attractiveness. The product feasibility assessment was obtained through validation by two learning media experts, two counseling guidance material experts, and two prospective product users (BK teachers). The validator provides an assessment in the form of scores and suggestions

for improvement to the developed product (Cahyaningrum et al., 2024). The results of the experts' validation were analyzed using the Percentage Agreement (PA) to measure the level of agreement between validators in assessing the feasibility of the media. This method is simple, easy to interpret in the form of percentages, and is suitable for use in development research to assess aspects of product usability, accuracy, attractiveness, and feasibility, but PA analysis only shows the level of agreement of the assessment and cannot measure the effectiveness of the media directly (Borich, 2015).

$$\text{Percentage Agreement (PA)} = x \ 100\% \left(1 - \frac{A-B}{A+B}\right)$$

Description :

A = Highest score by validator

B = Validator's lowest score

The data that has been analyzed is further interpreted with the following guidelines:

Table 2. Percentage Result Criteria

Score	Criteria
81%-100%	Excellent
61%-80%	Good
41%-60%	Pretty Good
21%-40%	Not Good
≤ 20%	Very Bad

Source: Arikunto (in Safitri et al., 2023).

Furthermore, qualitative analysis is used to describe and interpret data in the form of comments, suggestions submitted by validators, this validation aims to obtain an overview of the quality, usefulness, feasibility, accuracy and attractiveness of *self-control-based psychoeducation website media*, which was developed so that it can be used as a basis for providing support for technology-based BK services in schools.

Result and Discussion

Results

This research is a research *and development using* the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. The product developed is in the form of a *self-control-based psychoeducation website* to reduce addiction to *online games* in vocational school students.

Table 3. Test Results of BK Experts, Learning Experts, and Consumer Experts (BK Teachers)

Ye s	Validator	Number of Validators	Highest Score	Lowest Score	Percentage %	Criteria
1.	BK Material Expert	2	4	3	90,22%	Excellent
2.	Learning Expert	2	4	3	88,57%	Excellent
3.	BK Teacher	2	4	3	88,88%	Excellent

At the development stage, the product is validated by experts consisting of two BK experts, two learning experts, and two user experts (BK teachers). The validation results are analyzed using the formula *Percentage Agreement* (PA) according to Suharsimi Arikunto. The results of validation by BK experts obtained a score of 90.22% which shows that the materials and features on the website are very in accordance with the needs of BK services and are able to support the control of online game addiction behavior. Furthermore, 88.57% of learning experts who are also in the very good category show that *Copyright* © Psychoeducation has fulfilled the principles of technology-based learning design, such as clarity of objectives, systematics of material presentation, and interactivity. Meanwhile, the results of the user expert validation were 88.88% which showed that *Copyright* © easy to use and according to the needs as a support technology-based BK services in schools. All of these results are in the very good category, so the product is declared worthy of trial.

Table 4. Results of User Trials (Students).

Ye s	Test Stage	Number of Students	Total Score	Maximu m Score	Percentage %	Criteria
1.	Individual Test	3	185	204	90.68%	Excellent
2.	Small Group Test	8	488	544	89,70%	Excellent
3.	Test Field	30	1723	2040	84.46%	Excellent
	Total Combined	41	2398	2788	86.01%	Excellent

Furthermore, at the implementation stage, tests were carried out on students through three stages, namely individual tests, small-scale tests, and field tests. The data from the trial was analyzed using a percentage formula. The results of the individual test on 3 students obtained a score of 90.68% which indicates the highest score, this indicates that individually students can understand and use *the website* well, small-scale test on 8 students is 89.70%, and field test on 30 students is 84.46%, in the small-scale test and field test there is a slight decrease in score, but the results are still in the very good category. This shows that *the website* has quality consistency when used by more users with diverse characteristics. Overall, the results of expert validation and user tests show that the *self-control-based psychoeducational website* developed has an excellent level of feasibility.

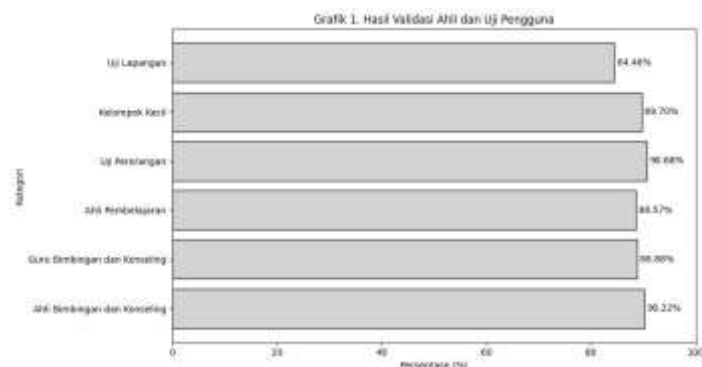


Figure 2. Expert Validation and User Test Results

The graph shows that all the results of expert validation and user trials are in the very good category (>81%). The highest scores on the individual test indicated that the media was easy to understand individually, while the slightly lower scores on the field test indicated that there was more variation in the user in real conditions with diverse characteristics. However, all results still show that the media has consistent quality and is suitable for use in guidance and counseling services in schools.

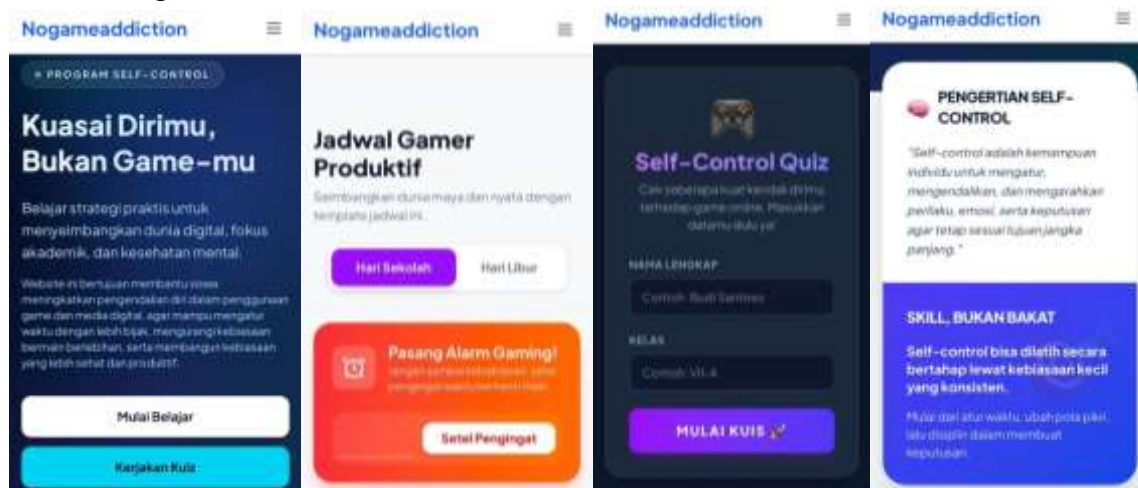


Figure 3. Self-Control-Based Website Design

Media Copyright © psychoeducation-based *Self-Control* The research developed in this study is designed to take into account the needs of students and the characteristics of the digital generation. *Website* It has several key features, namely related educational materials *Self-Control* and addiction *Online Games*, learning videos, interactive quiz-based *Game* academic, as well as reminder alarms as playtime control. The features are designed to not only provide cognitive understanding, but also encourage gradual behavioral changes. This is in line with research that states that strengthening *Self-Control* can help individuals regulate play behavior *Game* and reduce addictive tendencies (Niken et al., 2025).



Figure 4. Handbook Cover Display

In addition to the main features, this media is also equipped with a user manual that serves as operational instructions for BK teachers and students. Guidebook containing instructions for use *Copyright* ©, explanation of features, RPL, and utilization strategies in guidance and counseling services. The existence of this guidebook is important to ensure that the media can be used optimally and consistently, in the context of the development of learning media. The handbook helps ensure that media usage is done consistently and in accordance with the intended service that has been designed. Other research has also shown that guidebooks developed in the context of educational services have a high level of validity and are able to increase the user's independence in carrying out learning activities or services (Bhakti & Nafi'ah, 2025).

Discussion

The results of the study showed that self-control-based psychoeducation website media has a very good level of feasibility. This suggests that the self-control approach is relevant in helping to reduce online gaming addiction, as it corresponds to the characteristics of addictive behaviors influenced by impulsivity. The high result is influenced by the integration of the concept of self-control (Averill, 1973) into the website features in an applicative manner. The alarm feature helps to form behavioral control habits, materials and videos encourage understanding and reflection (cognitive control), and interactive quizzes practice decisional control.

Compatibility between features *Copyright* © With these three aspects, it shows that the developed media is not only attractive in appearance, but also has a strong theoretical basis, so experts consider this media to be suitable for use as a means of guidance and counseling services. In this context, play behavior *Game* excessively can be categorized as a form of failure in self-control, so interventions that focus on strengthening *Self-Control* be on target. These findings are supported by research Ilyasa & Nurhayat, (2025) which states that self-control has a significant relationship with online gaming addiction. This is also in line with research that states that addiction *Online Games* related to low self-control, so appropriate interventions can help reduce such behaviors (Sindi & Hamim, 2024).

Furthermore, the research conducted by Dwizar & Nasution, (2024) Explained that self-control techniques in guidance and counseling services are able to help students control the duration of playing online games and form more controlled behaviors. These findings support the results of research that strengthening self-control is a relevant approach in reducing addictive behavior in students.

However, previous research is still generally correlational and has not yielded practical solutions. In contrast, this study not only strengthens the concept of self-control as an important factor in overcoming addictive behavior, but also implements it in the form of applicable media. The integration of features such as reminder alarms, educational materials, and interactive quizzes allows students to understand and practice self-control in person. Thus, this research contributes not only to the strengthening of the theory of self-control, but also to the development of technology-based interventions that are more relevant, practical, and in accordance with the characteristics of the digital generation in guidance and counseling services.

In terms of feasibility, psychoeducational website media is stated to be very good based on the results of validation of learning experts, which shows that the media *Copyright* © The psychoeducation and guidebooks developed have met the principles of learning design that are practical, interesting, and in accordance with the characteristics of the digital generation, such as clarity of learning objectives, systematics of material presentation, and the use of interactive and interesting media, which are able to increase student learning involvement more actively and independently. In line with research Sucipto et al., (2024) regarding the development of web-based interactive media, it shows that digital media can support BK services to be more effective, efficient, and accessible to students. Furthermore, the existence of the guidebook also helps users understand the flow of media use more systematically so that services can be carried out in a more targeted and consistent manner. Thus, this media is considered suitable for use because it is able to integrate pedagogical aspects with technology optimally.

Meanwhile, the assessment of BK teachers as user experts also shows a very good category, which indicates that *this* psychoeducational website and guidebook media are practical and in accordance with the needs of technology-based BK services in schools. The available features, such as psychoeducational materials, reminder alarms, videos, and interactive quizzes, are considered to be able to help in the implementation of more varied and innovative services and in accordance with the needs of students in the era of digital. Meanwhile, the handbook strengthens the implementation of media because it provides clear direction for BK teachers in integrating websites into BK services in schools.

Furthermore, the feasibility of the media was also strengthened by the results of user tests that showed positive responses at various stages, ranging from individual tests to field tests. Although there is a slight decrease in the value of the field test, this is normal due to the variation in user characteristics on a wider scale. However, in general, students consider that the *website* is easily accessible, they understand material related to self-control in the use of *online games* more creatively through the features in the psychoeducational website. The

guidebook also helps students understand how to make the most of website features, so that the use of media is not only temporary, but can be applied sustainably in daily life.

Scientifically, this research not only produces website media, but also supporting tools in the form of guidebooks that complement each other in the implementation of technology-based BK services. For students, this media helps increase self-awareness, control playtime, and form positive habits in the use of technology. Meanwhile, for BK teachers, this media can contribute to the development of digital-based intervention media that is not only theoretical, but also applicable. This is a differentiator from previous studies that focused more on variable relationships without producing a real product. Thus, this research strengthens the role of technology in BK services while opening up opportunities for the development of similar media that are more effective in the future.

Conclusion

Based on the results of the study, self-control-based psychoeducation website media was stated to be very feasible to be used as a support for BK services in helping to reduce addiction to online games in vocational school students. This is supported by the validation results of BK experts, learning experts, BK teachers, and user tests which are all in the very good category. The psychoeducational website and its guidebook are considered to be able to support the implementation of BK services in a more directed, practical, and in accordance with the needs of students in the digital era. This media helps students increase self-awareness, control playtime, and build more adaptive technology habits. For BK teachers, this media is an alternative to technology-based services that are more innovative and interesting. Scientifically, this research contributes in the form of the development of applicable self-control-based digital intervention products and can be the basis for further research to test the effectiveness of media more broadly.

Recommendation

Based on the results of the study, it is suggested that the next study not only test the feasibility, but also test the effectiveness of *self-control-based* psychoeducational *website* media through experimental design to determine its effect on reducing *online game* addiction. In addition, media development can be improved by adding more interactive and adaptive features, as well as involving a wider sample to make the research results more general. This study also has several limitations, namely focusing only on the feasibility and practicality of media, so it has not tested the effectiveness of media in empirically reducing the level of *online game* addiction. Therefore, further research is suggested to test the effectiveness of media through experimental design to determine the effect of the use of *self-control-based* psychoeducation *websites* on changes in student behavior more deeply.

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