

Self-control involvement: A Fundamental Factor in Reducing Aggression Behavioral of Online Game Players

Dhika Dzulkarnain Wibisono^{1*}, Muhammad Nur Wangid², Alief Budiyo³

^{1,2}(Faculty of Education and Psychology, Universitas Negeri Yogyakarta, Indonesia)

³(Faculty Dakwah, Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri, Purwokerto, Indonesia)

ABSTRACT

This study aims to examine and analyze the influence of self-control on aggression behaviour of online gamers. This research is considered important because during the COVID-19 pandemic, the number of demand in technology was increased significantly to accelerate whole activities such as work, education, and entertainment, including online game. Which is then online game is allegedly causing aggression behavior in adolescents who play it. This is a filed research with quantitative approach and survey method. This research uses 39 students of junior high school Al-Washilah Panguragan who play online game as the number of sample. The result revealed that self-control plays a significant role in reducing aggression behavior caused by online game effect with significance value $0.020 < 0.05$, which means that the higher self-control, the lower aggression behavior.

KEYWORDS– Aggression Behavior, Self-control, Game online, education

1. INTRODUCTION

The development of technology produces various products that facilitate humans in completing various things. One of favorable-long-last product of technology, especially among teenagers is online games, which allegedly has its own benefits as an entertainment aspect that is considered be able to refresh brain performance during stressed-out (Syahrani, 2015; Ulfa et al., 2017). By the significant development of online games makes this game easily accessible not only through computer devices, but also can be accessed using smartphones. In addition, online games also present such new features that were never previously found in offline games such as wireless communication, which allows players to communicate with their peers [3]. These conditions clearly make this game increasingly favored by various groups, especially teenagers, the majority of whom are still students [4]. This is because, in adolescence, a person has a high sense of curiosity and tends to try all new things to show their existence [5]. However, along with the massive development of online game and the positive impacts it has, there are negative impacts caused by the games. One of the negative impacts is triggering person's aggression, where this condition can be experienced by all groups, including students [2].

The number of violent phenomena caused by aggression behavior that arises due to online game is inevitable. Reporting on the indozone.id page, the tragedy of murder committed by a group of teenagers allegedly occurred due to losing and being ridiculed while playing the Mobile Legends game [6]. Furthermore, liputan6.com reported that the former Indonesian U-19 US national team player persecuted his girlfriend because he lost playing Mobile Legend [7]. These two cases illustrate that online games have a significant negative impact on person's psychology, which can indirectly trigger the onset of excessive aggression behavior that endangers the lives of others. This condition is in line with the findings of research conducted by Ulfa et al. (2017) who said that online games can simultaneously affect a person's aggression behavior.

According to Fraser & Rushen (1987) aggression is defined as negatively oriented behavior with the intent to injure, damage such objects a particular ones. Therefore, aggression behavior is seen as one of the serious problems that need to be addressed both within the scope of individuals, as well as relationships at the community level. Crick et al. (1995) distinguish aggression behavior into two types, namely physical and verbal aggression. Where, physical aggression is interpreted as behavior that has a tendency to physically injure an object or person such as hitting, kicking, and slapping. Meanwhile, verbal aggression is a behavior that is oriented towards hurting an object or person verbally such as mocking, yelling, and harassing through words.

Where, this condition has similarities with relational aggression such as gossiping about someone, insinuating, insinuating, and other things (Rohman, 2019; Yanizon & Sesriani, 2019). However, along with the times, a person's aggression behavior can be formed through various digital interactions, such as online games, social media, and other digital platforms (Patchin & Hinduja, 2015; Hinduja & Patchin, 1998). This is due to the massive use of electronic media, which encourages people to have intense interactions with various individuals and other groups [13].

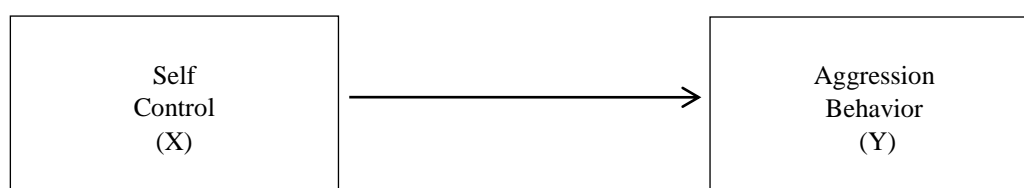
The phenomenon of aggression behavior in the digital world can trigger a person to have two different personalities, namely in the virtual world and the real world [14]. Satriawan et al. (2016) said that a person tends to have a different personality when interacting online and offline. Where, someone will be more expressive when interacting online than face to face. This is because, they will feel safe when expressing in the digital world because they feel that their identity cannot be recognized in detail, where this condition is called the disinhibition effect [15], which reflects a person's inability to control their behavior, thoughts, and feelings in cyberspace [16].

This condition is in line with the argument expressed by Joinson (2001) who said that the disinhibition effect has a significant role in a person's self-control and self-awareness. This is because self-control is considered an important factor in determining a person's attitude and behavior both in the virtual and real world [18]. Furthermore, someone with a low level of self-control has a tendency to behave aggressively. Where, this condition is often found in early adolescents. This is because in early adolescence a person is very vulnerable to emotions that arise and fluctuate within himself, which causes a person's instability in controlling emotions [19]. Therefore, increasing self-control is one important aspect that needs to be emphasized to overcome this phenomenon.

Durkee et al. (2012) dan Hidayati & Afiatin (2020) revealed that self-control and environment are considered strong predictors in triggering the onset of aggression behavior (Widharma et al., 2023; Tangney et al., 2018). This is because, self-control represents a person's ability to regulate their behavior which can lead to a positive direction (M. Nur Ghufon, 2011; Asmoro et al., 2018) [18]. This condition is in line with several previous studies that say self-control can reduce aggression behavior, which means that if self-control increases in students, it can suppress or reduce aggression behavior (Cuyunda et al., 2020; Denson et al., 2012; Hastuti, 2018).

In this regard, this study seeks to analyze and test the impact provided by Self-control as a strong predictor to reduce student aggression behavior caused by the use of online games in order to prevent criminal behavior tendencies that are often associated with a lack of self-control in various activities.

Figure.1 Research Model



2. METHOD

This research is a type of field research with a descriptive quantitative approach and survey method [26]. The instrument used in this study to obtain data is a questionnaire, which is addressed to junior high school students in Indonesia, especially at Al-Washilah Panguragan Junior High School West Java as a research sample with a total of 39 students and age criteria of 13-15 years (early adolescent category). Furthermore, the research data will be analyzed with linear regression-Ordinary Least Square (OLS).

3. RESULT AND DISCUSSION

Validity and Reliability Instrument

Validity and reliability tests are carried out to prove the extent to which indicators can represent the constructs of research variables. Based on the statistical results in Table.1, it can be seen that all instrument items are declared valid (> 0.308) and reliable (> 0.90).

TABLE. 1 VALIDITY AND RELIABILITY TEST

No	Indicator	Validity	Reliability
1	I am able to control my behavior so as not to cause violence	0,487	0,937
2	I am able to control my speech so as not to cause violence	0,384	0,938
3	I am able to control my behavior so as not to cause offence	0,488	0,938
4	I am able to control my speech so as not to cause offence.	0,493	0,937
5	I am able to control my behavior so as not to cause chaos	0,487	0,937
6	I am able to control my speech so as not to cause chaos	0,488	0,938
7	I am able to control my actions when playing onlinegames in the real world	0,433	0,938
8	I am able to control my actions when playing online games in the game world	0,414	0,938
9	I am able to control my speech when playing onlinegames in the game world	0,539	0,938
10	I am able to control my speech when playing onlinegames in the real world	0,624	0,936
11	I am able to control my anger when playing online games	0,539	0,938
12	I am able to control my attitude in playing online games	0,457	0,938
13	I am able to anticipate the information I have with various considerations.	0,415	0,937
14	I am able to accept the information wisely	0,308	0,938
15	I am able to use the information well	0,308	0,938
16	I am able to process information for good	0,308	0,937
17	I am able to take information into consideration for action	0,308	0,938
18	I am able to take information into consideration in my speech	0,308	0,937
19	I am able to take information into consideration for my behavior	0,308	0,938
20	I am able to give positive information to my friends	0,308	0,937
21	I am able to filter positive information	0,308	0,937
22	I am able to filter out negative information	0,308	0,937
23	I am able to think critically when playing online games	0,308	0,937
24	I am able to use information for self-development	0,308	0,936
25	I am able to control my decisions	0,308	0,937
26	I am able to control my decision on what to say	0,308	0,937
27	I am able to control my behavior	0,308	0,938
28	I am able to control my decisions over my actions	0,308	0,937
29	I am able to control my decisions based on the information I have obtained	0,308	0,937
30	I am able to control decisions about my surroundings	0,308	0,936
31	I am able to control my decisions on the effects of playing online games.	0,308	0,937
32	I am able to control my decisions on sanctions when playing online games.	0,308	0,937
33	I am able to control my decisions over my actions when playing online games	0,308	0,937
34	I am able to control my speech decisions when playing online games	0,308	0,936
35	I am able to control my decisions when playing online games.	0,308	0,937
36	I do not commit acts that hurt others through physical violence when playing online games.	0,308	0,937
37	I commit acts of harming others through physical violence when playing online games	0,454	0,937
38	I do not commit acts that annoy others through physical violence when playing online games	0,357	0,937
39	I commit acts of harassing others through physical violence when playing online games	0,725	0,936
40	I do not commit acts that endanger others through physical violence when playing online games.	0,725	0,936
41	I do harm to others through physical violence when playing online games	0,726	0,936
42	I resort to physical violence when I lose playing online games online	0,662	0,935
43	I commit physical violence when things don't go my way when playing online games online	0,451	0,937
44	I resorted to physical violence when not invited to play together when playing online games online	0,662	0,935
45	I do not commit physical violence when friends are more fortunate	0,505	0,936
46	I do not commit acts that hurt others through vocal responses in verbal form when playing online games.	0,642	0,936

47	I hurt others through vocal responses in verbal form when playing online games	0,648	0,936
48	I do not offend others through vocal responses in verbal form when playing online games online	0,725	0,936
49	I offend others through vocal responses in verbal form when playing online games	0,662	0,935
50	I do not engage in actions that annoy others through vocal responses in verbal form when playing online games.	0,792	0,935
51	I engage in acts of annoying others through vocal responses in verbal form when playing online games	0,672	0,935
52	I do not engage in actions that endanger others through verbal vocal responses when playing online games.	0,826	0,935
53	I do harm to others through vocal responses in verbal form when playing online games	0,505	0,936
54	I commit verb violence when I lose playing online games	0,796	0,935
55	I commit verb violence when things don't go my way when playing online games	0,633	0,936
56	I commit verb violence when not invited to play together when playing online games	0,642	0,936
57	I feel upset when my expectations are not met when playing online games.	0,648	0,936
58	I feel annoyed when not invited to play online games by friends	0,748	0,935
59	I feel annoyed when I am not given money when topping up online games.	0,679	0,936
60	I don't feel upset when I don't have what my online gaming friends have	0,858	0,935
61	I get angry when my expectations are not met when playing online games.	0,603	0,935
62	I will get angry when I lose playing online games	0,608	0,936
63	I don't get angry when I am not given money when topping up online games.	0,647	0,936
64	I feel frustrated when my expectations are not met when playing online games.	0,447	0,936
65	I do not feel frustrated when I lose playing online games I do not feel frustrated when I am not given money when topping up online games	0,442	0,937
66	I show actions that express hatred when playing online games	0,490	0,936
67	I express resentment when not invited to play online games	0,490	0,936
68	I do not show actions that express hatred when playing online games.	0,455	0,937
69	I do not show actions that express resentment when I lose an online game with my friends.	0,466	0,936
70	I show actions that express hostility (provocateur) when playing online games	0,335	0,936
71	I express hostility (provocateur) when not invited to play online games	0,426	0,937
72	I do not show actions that express hostility (provocateur) when playing online games.	0,426	0,937
73	I do not express hostility (provocateur) when I lose playing online games with my friends.	0,441	0,937
74	I Show actions that express hostility (provocateur) when he/she is unhappy about something (Person, community, online game)	0,463	0,936
75	I do not show actions that express hatred when playing online games.	0,318	0,937

Classical Assumption Test

Based on the statistical output Table.2, it is known that the research data has passed the classical assumption test, so that the data can be tested at the next testing stage. From the statistical results test, it is known that the research data is not normally distributed. However, this is not a problem, because based on the central limit theory, it states that the sampling distribution curve (for a sample size of 30 or more) will be centered on the population parameter value and will have all the properties of a normal distribution [27].

TABLE.2 CLASSICAL ASSUMPTION TEST

Classical Assumption Test	Criteria	Value	Description
Normality	Sig. Value > 0,05	0,041 < 0,05	Not normally distributed. However, based on the central limit theory [27] (data more than 30), this condition can be ignored and the analysis

			can be carried out to the next stage.
Heteroscedasticity	Sig. Value > 0,05	0,929 > 0,05	
Multicollinearity	Tolerance Value >0,10 and VIF value <10,00	Tolerance 1,000 > 0,10	VIF 1,000 < 10,00
There is no heteroscedasticity			
There is no multicollinearity			

Linear Regression

TABLE.3 MODEL SUMMARY

Model	R	R ²	Adj. R ²	Std.error
1	.370 ^a	.137	.113	18.487

The regression test was conducted to determine the amount of influence given by the Self-control variable on the Aggressive Behavior Variable. Referring to table.3, it is known that the R-Square value is 0.137, which means that the Self-control variable can influence and explain the student's aggressive behavior variable caused by online games by 13.7% and the rest is influenced by other variables outside the study.

TABLE.4 REGRESSION OUTPUT

Model	Unstd.Coeff		Std. Coef	t	Sig
	B	Std.error	B		
1					
(Const-ant)	162.395	26.809		6.057	.000
Self-Control	-.592	.219	-.370	-2.422	.020

Referring to table.4, it is known that the coefficient value of self-control on the aggression behavior variable is -0.529, which means that every additional 1% level of self-control can significantly reduce aggression behavior by 52.9%. This condition can be seen from the significance value of the effect given, which is 0.020 < 0.05.

Discussion

Referring to table 4, it can be seen that Self-control has a negative and significant effect on aggression behavior in online game players of Al Washilah Panguragan Junior High School students. These results are in line with previous research which says that the existence of good self-control in a person can thwart the emergence of acts of aggression [28]. Lebih lanjut, Cuyunda et al. (2020) Furthermore, Cuyunda et al. (2020) also said that there is a significant relationship between self-control and aggression behavior, which reinforces the opinion previously expressed by Berk (1994) dan (Gunarsa & Gunarsa (2008), who argue that self-control is an individual's ability to resist desires or urges that are contrary to behavior that is not in accordance with social norms. Friese & Hofmann (2009) Iso said that good self-control is associated with a number of decreases in aggression levels. The limited research on self-control and aggression behavior conducted by Widharma et al., (2023) with the result that self-control can reduce aggression behavior

Thus, it can be concluded that self-control has a significant negative effect and can reduce aggression behavior in Al-Washilah Panguragan Junior High School students who play online games. This condition is then reinforced by the results of table 1 which reveals that the majority of Al-Washilah Junior High School students who play online games are able to control themselves, as evidenced by the high validity rate on the indicator of not taking actions that endanger others either through vocal responses in verbal form when playing online games. This indicates that ALWashilah Junior High School students make online games as one of the games to fill the empty time in order to entertain themselves in the midst of their obligations as students.

4. CONCLUSION AND SUGGESTION

Based on the data from the above research on the effect of self-control on aggression behavior in game players of Al Washilah Panguragan Junior High School students, Cirebon Regency, it can be concluded that Self-control has a significant role in reducing the Aggression Behavior of online game players.

Based on the results of the research and discussion conducted by the researcher, the researcher provides the following suggestions. For students who play online games, play accordingly, don't make games a life goal, games are just a game whose original nature is only to entertain and unwind. However, if the game is used as a life goal and a way to pursue glory and a statement to be recognized and praised, it will have an adverse impact

actually everything that is excessive will be bad for mankind. As for how to reduce aggression behavior by controlling ourselves and training it, do not change the essence of a game into a place to get attention and praise.

For Further Research, this research can be a reference for future research and wishes to deepen in the same theme as research on aggression and online gaming behavior by paying attention to other aspects so that it can complement and improve the results of previous research.

REFERENCES

1. R. Syahran, "KETERGANTUNGAN ONLINE GAME DAN PENANGANANNYA," *J. Psikol. Pendidik. dan Konseling J. Kaji. Psikol. Pendidik. dan Bimbing. Konseling*, 2015, doi: 10.26858/jpkk.v1i1.1537.
2. M. Ulfa, D. Risdayani, and M. Si, "Effect of Addiction Online Game on Adolescent Behavior in Mabes Game Center Road HR.SUBRANTAS IN PEKANBARU," *Jom. Fisip*, vol. 4, no. 1, pp. 1–13, 2017.
3. F. I. Nursyifa, E. Widiarti, and Y. K. Herliani, "Gangguan Tidur Mahasiswa Fakultas Keperawatan Universitas Padjajaran Yang Mengalami Kecanduan Game Online," *J. Keperawatan*, 2020.
4. R. Mairistia, "Kecanduan Game Online Dan Penanganannya," *KECANDUAN GAME ONLINE DAN PENANGANANNYA PADA SISWA Sekol. MENENGAH PERTAMA DI KOTA MADYA SABANG*, 2020.
5. M. Daheri, A. Z. Sarnoto, S. Riyadi, S. Rahmah, and S. Prastawa, "Dampak Permainan Kekerasan Online Terhadap Karakter Anak : Sistematis Literatur Review," vol. 05, no. 04, pp. 11791–11803, 2023.
6. Indozone, "Kisah Imron Bunuh Sahabat Pakai Palu Usai Dimaki Kalah Main Mobile Legends," *indozone.id*, 2023. [Online]. Available: <https://www.indozone.id/game/YvsPEMO/kisah-imron-bunuh-sahabat-pakai-palu-usai-dimaki-kalah-main-mobile-legends/read-all>
7. Adi Nugrahadi, "Eks Pemain Timnas Alvian Sanyi Aniaya Kekasih Gara-Gara Kalah Main Mobile Legends," *liputan6.com*, 2021. [Online]. Available: Eks Pemain Timnas Alvian Sanyi Aniaya Kekasih Gara-Gara Kalah Main Mobile Legends
8. D. Fraser and J. Rushen, "Aggressive behavior.," *Vet. Clin. North Am. Food Anim. Pract.*, vol. 3, no. 2, pp. 285–305, 1987, doi: 10.1016/S0749-0720(15)31153-1.
9. N. R. Crick, J. K. Grotpeter, and J. K. Relational, "Social-Psychological Adjustment," *Aggress. Gender, Soc. Adjust. CHILD Dev.*, vol. 66, no. 3, p. 710, 1995.
10. K. Rohman, "AGRESIFITAS ANAK KECANDUAN GAME ONLINE," *Martabat J. Peremp. dan Anak*, 2019, doi: 10.21274/martabat.2018.2.1.155-172.
11. J. W. Patchin and S. Hinduja, "Measuring cyberbullying: Implications for research," *Aggress. Violent Behav.*, vol. 23, no. August 2019, pp. 69–74, 2015, doi: 10.1016/j.avb.2015.05.013.
12. S. Hinduja and J. W. Patchin, "Cyberbullying Research Summary," *Dev. Psychol.*, 1998.
13. H. T. Yudha and A. R. Utami, "the Effect of Online Game Dota 2 in Students' Vocabulary," *Pustakailmu.id*, vol. 2, no. 1, p. 2022, 2022.
14. J. Suler, "The online disinhibition effect," *Cyberpsychology and Behavior*. 2004. doi: 10.1089/1094931041291295.
15. N. Satriawan, Hardjono, and N. A. Karyanta, "Hubungan antara Konsep Diri dengan Toxic Disinhibition Online Effect pada Siswa SMK N 8 Surakarta," *Wacana Psikol.*, vol. 8, no. 2, pp. 1–12, 2016, [Online]. Available: <http://jurnalwacana.psikologi.fk.uns.ac.id/index.php/wacana/article/view/99/99>
16. F. K. Anggarani and F. Amalia, "Disinhibisi Online sebagai Mediator Hubungan antara Kebingungan Identitas dan Cyberbullying pada Remaja," *J. Psikol. Teor. dan Terap.*, 2021, doi: 10.26740/jppt.v11n2.p116-127.
17. A. N. Joinson, "Self-disclosure in computer-mediated communication: The role of self-awareness and visual anonymity," *Eur. J. Soc. Psychol.*, vol. 31, no. 2, pp. 177–192, 2001, doi: 10.1002/ejsp.36.
18. J. P. Tangney, A. L. Boone, and R. F. Baumeister, "High self-control predicts good adjustment, less pathology, better grades, and interpersonal success," in *Self-Regulation and Self-Control: Selected Works of Roy F. Baumeister*, 2018. doi: 10.4324/9781315175775.
19. Desmita, *Psikologi Perkembangan*. Bandung: PT. Remaja Rosda Karya, 2010.
20. T. Durkee *et al.*, "Prevalence of pathological internet use among adolescents in Europe: Demographic and social factors," *Addiction*, vol. 107, no. 12, pp. 2210–2222, 2012, doi: 10.1111/j.1360-0443.2012.03946.x.
21. I. Hidayati and T. Afiatin, "Peran Kontrol Diri dan Mediasi Orang Tua terhadap Perilaku Penggunaan Internet Secara Berlebihan," *Gadjah Mada J. Psychol.*, vol. 6, no. 1, p. 43, 2020, doi: 10.22146/gamajop.52744.
22. I. G. Widharma, S. Putra, and D. H. Tobing, "JOSS : Journal of Soc ial Science THE ROLE OF SELF-CONTROL AND CONFORMITY TOWARDS ADOLESCENT AGGRESSIVENESS IN DENPASAR CITY," vol. 2, no. 2, pp. 292–308, 2023.
23. R. R. S. M. Nur Ghufron, *Teori-Teori Psikologi*. Yogyakarta: Ar-Ruzz Media, 2011.
24. A. R. Asmoro, A. Matulesy, and T. Meiyuntariningsih, "Kematangan Emosi, Kontrol Diri, dan Perilaku

- Agresif Pada Anggota Korps Brigade Mobil Dalam Menangani Huru Hara,” *J. Psikol. Teor. dan Terap.*, 2018, doi: 10.26740/jppt.v9n1.p39-48.
25. I. D. Cuyunda, O. R. Setia, S. M. P. Lestari, and P. Rukmono, “Kontrol Diri dengan Perilaku Agresif Siswa SMA Negeri 1 Trimurjo Kabupaten Lampung Tengah,” *J. Ilm. Kesehat. Sandi Husada*, 2020, doi: 10.35816/jiskh.v11i1.234.
 26. L. J. Moleong, “Metodologi Penelitian Kualitatif (Edisi Revisi),” *PT. Remaja Rosda Karya*, 2017.
 27. A. H. Studenmund, *Using Econometrics A Practical Guide 6th Edition*. 2016.
 28. L. W. Hastuti, “Kontrol Diri dan Agresi : Tinjauan Meta-Analisis,” *Bul. Psikol.*, vol. 26, no. 1, pp. 42–53, 2018, doi: 10.22146/buletinpsikologi.32805.
 29. L. E. Berk, “Why children talk to themselves.,” *Scientific American*. 1994. doi: 10.1038/scientificamerican1194-78.
 30. P. D. S. D. Gunarsa and D. Y. D. Gunarsa, *Psikologi Perkembangan Anak dan Remaja*. 2008.
 31. M. Friese and W. Hofmann, “Control me or I will control you: Impulses, trait self-control, and the guidance of behavior,” *J. Res. Pers.*, vol. 43, no. 5, pp. 795–805, 2009, doi: 10.1016/j.jrp.2009.07.004.