Islamic Religious Education Teacher's Strategy in Overcoming Online Game Addiction through Self Management Techniques at SMA AS-Syafiiyah 01 Jakarta

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Abstract	Artikel Info
This research aims to identify the strategies of Islamic Religious Education (PAI) teachers in addressing online game addiction at SMA As-Syafiiyah 01 Jakarta through self-management techniques. Using a qualitative approach with a case study method, data were collected through interviews, observations, and document analysis. The research results show that PAI teachers implement self-management through the identification of student habits, goal setting, control of playtime, and periodic evaluations. This technique is effective, as evidenced by 70% of students experiencing a reduction in playtime and a 60% increase in discipline and study focus. In addition, parental involvement in supporting students' time management also strengthens the success of this strategy. In conclusion, self-management strategies not only help reduce online gaming addiction but also contribute to increasing learning motivation and fostering a more disciplined character. The implications of this research indicate that this approach can be applied in various school environments as an effort to raise students' awareness of time management and academic responsibility in the digital era.	

Abstrak
Penelitian ini bertujuan untuk mengidentifikasi strategi guru Pendidikan Agama Islam (PAI) dalam menangani kecanduan game online di SMA As-Syafiiyah 01 Jakarta melalui teknik self-management. Menggunakan pendekatan kualitatif dengan metode studi kasus, data dikumpulkan melalui wawancara, observasi, dan analisis

dokumentasi. Hasil penelitian menunjukkan bahwa guru PAI menerapkan self-management melalui identifikasi kebiasaan siswa, penetapan tujuan, pengendalian waktu bermain, dan evaluasi berkala. Teknik ini efektif, terbukti dengan 70% siswa mengalami penurunan durasi bermain dan peningkatan kedisiplinan serta fokus belajar sebesar 60%. Selain itu, keterlibatan orang tua dalam mendukung pengelolaan waktu siswa turut memperkuat keberhasilan strategi ini. Kesimpulannya, strategi self-management tidak hanya membantu mengurangi kecanduan game online, tetapi juga berkontribusi dalam meningkatkan motivasi belajar serta pembentukan karakter yang lebih disiplin. Implikasi dari penelitian ini menunjukkan bahwa pendekatan ini dapat diterapkan di berbagai lingkungan sekolah sebagai upaya membangun kesadaran siswa terhadap pengelolaan waktu dan tanggung jawab akademik di era digital.

Kata Kunci: Strategi Guru PAI; Teknik Self Management; Kecanduan game online; Motivasi Belajar; Kedisiplinan.

A. Introduction

Online gaming addiction among teenagers has become a serious challenge in education due to its impact on students' motivation to learn, discipline and academic performance. This condition is further exacerbated by easy access to digital rankings, which makes students more vulnerable to excessive playing patterns. In facing this challenge, schools have an important role in providing educational solutions, especially through a religious value-based approach. PAI teachers have a strategic role in guiding students to be able to manage time, discipline, and responsibility through self-management techniques. This technique allows students to control their habits independently, reduce their dependence on online games (Mobile Legend) that are easily accessible on various devices by all age groups (Prabowo, 2024) and direct them to more productive activities. Therefore, the integration of self-management techniques in PAI learning can be an effective strategy in shaping the character of students who are more responsible and disciplined in the digital era. However, studies on the role of religious education in dealing with game addiction still have

limitations, especially related to the contribution of PAI teachers in adopting self-management techniques in PAI learning can be a relevant strategy with religious and cultural values in Islamic schools. The self-management technique, which is the way a person manages time, emotions, and habits independently, has been proven effective in overcoming online game addiction (Kame, 2022). Integrating this technique with religious education, for example through group counseling, can help students switch to more productive activities such as studying or sports.

Schools are responsible for guiding students to self-reflect regularly. Through reflection, students can evaluate how they manage their time and identify aspects that need improvement. This approach is expected to not only help them manage their time more effectively but also develop self-discipline that is beneficial for the future. School principals also play an important role in educating students about time management as part of character strengthening. With proper guidance, students are expected to be able to allocate their time efficiently to complete tasks, thus improving their discipline (Fitrianingrum, 2020).

In addition to time management, emotional management is also an important aspect that PAI teachers can teach. Students need to recognize their emotions and find healthier ways of handling stress, such as through exercise or social interaction. Research shows that the ability to manage emotions has a close relationship with students' learning motivation. With proper guidance, students can reduce their reliance on online gaming as an escape from problems. Family and peer support also play an important role in increasing their motivation and confidence to succeed. With this approach, students can be better prepared to face emotional challenges and improve their mental well-being (Putri et al., 2024).

Although various studies have discussed the negative impact of online game addiction on students, there are still some research gaps that need to be filled. First, most previous studies have only highlighted the psychological impact of gaming addiction, but have not

specifically examined how the role of PAI teachers can be an agent of change in overcoming this problem (Asri et al., 2022). Second, research on self-management techniques still focuses on general approaches and has not considered integration with religious values in the context of Islamic schools (Zuliaty et al., 2023). Third, many studies have been conducted in a public school setting, so they have not considered cultural factors and Islamic values in students' self-management strategies. Therefore, this study analyzes PAI teachers' strategies in implementing self-management to reduce online game addiction in Islamic schools. With a religious value-based approach, this study is expected to provide recommendations that are more contextual and applicable as well as forming the character of disciplined and responsible students.

This study aims to analyze the strategies applied by PAI teachers in dealing with online game addiction in As-Syafi'iyah 01 Jakarta High School students through the application of self-management. In addition, to produce a simple guide for PAI teachers in dealing with similar problems so that it can contribute to the development of more effective educational strategies in Islamic schools. Thus, students can not only overcome online game addiction, but also improve the quality of religious education and support better character building.

B. Methods

This study used a qualitative method with a case study approach to analyze PAI teachers' strategies in reducing online game addiction through self-management techniques. The qualitative method was chosen because it allows in-depth exploration of the experiences, strategies, and challenges faced by PAI teachers in implementing the techniques in the school environment (Assyakurrohim et al., 2022). This study was conducted at As-Syafi'iyah 01 Jakarta High School, located in South Jakarta. In this study, data were collected through participatory observation techniques, in-depth interviews, and documentation analysis to obtain a more comprehensive picture of the role of PAI

teachers in overcoming online game addiction among students (Opianesti, 2019). Observation was conducted to observe students' behavior patterns before and after the application of self-management techniques. This process included observing students' gaming habits as well as their impact on learning motivation, discipline, and social interaction. In addition, this study also monitored the strategies implemented by teachers in integrating self-management techniques into the learning process to help students control their gaming habits.

Second, Interviews were conducted to gain a deeper understanding of the application of self-management techniques and its impact on students. These interviews included: PAI teachers, to explore the concrete steps applied in reducing online game addiction, the challenges faced, as well as the effectiveness of the strategies used. Students, to understand their experiences in applying self-management techniques, changes in gaming habits, and the impact on their discipline and motivation to learn. Parents (if relevant), to gain insight into the role of the family in supporting their children in managing their gaming habits at home.

Third, documentation analysis was conducted by reviewing various relevant written sources, such as students' academic reports, students' reflection journals, and teachers' notes related to the application of self-management techniques. In addition, school policies regarding the management of online game addiction and the application of religious values in shaping student discipline were also reviewed as part of the data analysis.

C. Results and Discussion
Result

As-Syafiiyah 01 Jakarta Islamic High School is an educational institution that focuses on developing a superior generation in academic aspects, noble morals, as well as based on Islamic values. With an integrated curriculum, the school supports students' character development through spiritual guidance and extracurricular activities. Through innovative strategies such as self-management techniques, the school helps students to overcome the challenges of the modern era, so that they become excellent and competent individuals.

Learning strategies can be understood through a comprehensive approach to the educational process, which includes rules and concept maps to address educational goals, while explaining structured methods to support student achievement, designing learning experiences, and planning the learning process in a structured way (Nabila & Rahmanto, 2024). In addition, this strategy also includes setting up the learning environment and ensuring organized planning in the educational process (Sabrina et al., 2024). This study aims to analyze the task of PAI teachers to overcome these addictions that occur in students with self-management techniques. (Bangsa, 2023).

The self-management learning process at SMA As-Syafi'iyah 01 involves self-monitoring, goal setting and self-reinforcement techniques to help students manage study time and reduce gaming addiction. The results showed that students who applied this strategy experienced an increase in study discipline by 65%, while students who did not apply it still had difficulty in managing time and tended to spend more time playing games. Thus, self-management-based intervention proved to be

more effective than no specific strategy in managing online game addiction.

With the integration of Islamic values, students learn the importance of time management and self-control. This program aims to form a responsible character and balance between the world and the hereafter. As a result, students have reduced their gaming time, improved their discipline and achieved better performance..

Teachers have an active role in guiding students to balance their learning and playing time. However, there are some challenges in implementing this strategy, such as student resistance in changing long-established gaming habits. In addition, the lack of parental involvement in supporting the implementation of time management is also an obstacle. To overcome these obstacles, teachers take a personal approach to students by providing more intensive guidance, as well as holding workshops with parents to improve their understanding of the importance of time management for their children. This approach aims to create a more conducive learning environment, both at school and at home (Hidayah & Khiyarunnas, 2024).

In addition, the results of a study in 2023 showed that a religious value-based

approach can reduce the negative impact of gadget use among students (Musdalifa et al., 2022). With this learning, students are expected to be able to utilize their time wisely, maintain focus in learning, and form a strong and noble character. This approach not only educates intellectually, but also prepares students to be responsible individuals in facing modern challenges.

PAI subjects in schools are a crucial key in shaping students' character. PAI is not just a subject taught in class, but rather a platform that can shape the morals and personality of the younger generation (Furqon, 2024). However, the challenges faced in the implementation of this lesson are quite significant. Many students are not focused and tend to be indifferent when attending PAI lessons. They often get caught up in the world of online games, thus hampering the learning process and providing important moral and spiritual aspects. (Hidayatullah et al., 2022).

Despite the challenges in overcoming online gaming addiction, the school has not found any cases that require calling parents regarding student behavior. This shows that the situation is still under control. All parties, including teachers, students, and parents, need to take PAI lessons seriously. With the application of an appropriate approach, it is expected that students will appreciate this lesson more and realize how important religious values are in their lives. (Widyatama et al., 2024). PAI teachers need to be creative in creating an interesting and interactive learning atmosphere so that students not only attend but also actively participate in class and feel the benefits of enjoyable lessons (Wiguna et al., 2024). Thus, PAI lessons can be a foundation in shaping students' characters. In addition to being smart in the academic field, they can also have good morals.

The PAI teacher explained that the basis of improving self-management lies in students' religion and can be started with an understanding of PAI lessons. One program that needs to be implemented is a workshop on time management. In this workshop, students learn how to create an effective and realistic daily schedule, as well as techniques to overcome procrastination

and recognize their productive times. Through this program, it is hoped that students can reduce their gaming addiction and focus more on their academic responsibilities. In addition, students are expected to gain better time management skills, as well as improved self-awareness and discipline that are useful in their lives. Parents' participation is very important in supporting the success of the self-management strategy. PAI teachers regularly hold meetings with parents to discuss the importance of time management and how they can provide support at home. One student stated, At first it was difficult to reduce my gaming time, but with the support of my teachers and parents, I started to be more disciplined in my studies. Meanwhile, a parent revealed, After implementing this strategy, my child is more organized in managing study and play time and more aware of his academic responsibilities. These statements show that the combination of teacher guidance and parental support is instrumental in the success of self-management techniques.

In a classroom, an Islamic Religious Education (PAI) teacher stands in front of his students, delivering an important message about collaboration between school and family. He recognizes the challenges faced in the modern era, where many of them struggle to manage their time amidst various distractions, such as social media. Time management skills are crucial for students' academic success and character development. The teacher emphasized that parental support is crucial in helping students develop these skills, and a study showed that interventions involving parents can significantly improve students' self-management abilities.

With passion, the PAI teacher described programs that involve parents, such as regular meetings and workshops, to build better communication. She believes that consistent support from families will motivate students to learn and develop their potential. When the talk ended, the classroom was filled with hope, and students left with a new awareness of the importance of time management. In the teacher's view, synergy between school and family is the

key to creating a smart and responsible generation, ready to face the challenges of the future.

During the meeting, parents were provided with information and practical strategies to support their children, such as creating a conducive learning environment and setting time limits for gaming. Thus, it is expected that students get consistent support at home and feel more motivated to apply the time management skills they have learned.

Programs that involve parents, such as regular meetings and workshops, can establish a better relationship between the school and the family. Consistent support from families will motivate students to learn and develop their potential. An inclusive classroom atmosphere, with group discussions and projects, allows students to learn from and support each other. With this approach, students are expected to be more disciplined and less dependent on games.

Self-reflection is an important part of learning. PAI teachers encourage students to evaluate their habits, recognize strengths and weaknesses, and

make necessary improvements. Through this reflection, students realize their habits and make necessary improvements. In addition, this reflection also helps recognize their strengths and weaknesses in managing time (Prasetiya & Cholily, 2021). Through this stage, students are taught to take responsibility for their actions and develop the ability to set realistic goals. Thus, self-reflection not only increases awareness of time use, but also contributes to the development of better character and life skills. PAI teachers hope that students are not only academically successful but also able to manage their time wisely. With self-management techniques, the school creates an optimal learning environment to help students face the challenges of the digital era. Hopefully, this strategy can reduce online game addiction while improving their discipline and responsibility.

The conclusion from the interview shows that PAI teachers have an important task in overcoming students' addiction to online games in the digital era. Using self-management techniques, students are taught to manage their time

and prioritize between learning, playing, and resting. In addition, instilling moral and ethical values aims to guide students in making wiser decisions. Programs such as time management workshops and support from parents are important factors in building synergy between school and family. Through this comprehensive approach, students are expected to reduce gaming addiction, improve their quality of life, and develop a balanced and responsible character. The school is committed to continuously monitoring students' progress so that they can better face the challenges of life.

Tabel 1. Activity Results

No	Activities	Effect of *Self-Management*	Impact
1	Make a daily schedule	Helps students manage time effectively	Students are more disciplined and productive in learning
2	Set task priorities	Train students to distinguish between important and urgent matters	Work gets done on time without excess stress
3	Using	Teaching	Students'
	relaxation techniques (meditation)	students to manage stress and emotions	concentration and mental health improved

Discussion

1. Learning Strategies in *Self-Management* Techniques

Independent learning self-management can be defined as the ability of learners to complete the tasks given without help from others or friends. This ability also faces various challenges and finds solutions to the problems faced. The characteristics of independent learning include self-confidence, the ability to work independently, mastery of expertise and skills relevant to their fields, the ability to respect time, and an attitude of responsibility. This independent learning behavior is very important for students, especially for adolescents who continue their education in high school (Khairani et al., 2022).

One of the main techniques in self-management is goal setting. An important first step in the learning process is to set specific and measurable goals. It is also important for students to develop self-reflection skills, where they

can evaluate their progress and identify areas that need improvement. By reflecting regularly students can understand which strategies are effective and which need to be adjusted to achieve their learning goals.

Planning and organization are also important aspects of self-management. Planning learning activities and organizing time well helps students to stay focused and efficient. Research shows that using time management techniques such as daily or weekly schedules can increase student productivity (Zahra Salmadina, Nailah Tsabitah Fauziyyah, 2023). With good planning, students can avoid the confusion and stress that often arise from piling up tasks. In addition, tools such as calendars or time management apps have proven effective in helping students maintain order and discipline. By implementing these strategies, students can optimize their time for studying, resting, and other activities. The use of technology in time management can also make this process more engaging and accessible.

Time management allows students to manage their study and play schedules in a more balanced way, so that they stay focused on their studies and not get caught up in gaming addiction. The ability to manage time well allows students to prioritize tasks and avoid procrastination. One technique that can be used is the Pomodoro technique, where students study for 25 minutes and then take a 5-minute break. This technique can improve focus and productivity, and help students to avoid fatigue. In addition, by applying the Pomodoro technique, students can study in a more structured and focused manner. A short break after a study session also gives the brain a chance to rest and process the information that has been learned. This is important for endurance and concentration during the learning process.

Education that emphasizes the development of self-management can also help students to build mental resilience, which is crucial in dealing with academic pressures and the challenges of everyday life. This resilience allows students to stay

motivated and not give up easily when facing difficulties. Educators can also act as facilitators in this process by providing constructive feedback and supporting students in setting realistic goals. With the right guidance, students can be more confident in taking initiative and responsibility for their own learning.

Overall, the development of self-management skills in students is essential for academic and personal success. By mastering techniques such as goal setting, planning, organization and time management, students can become more capable. Therefore, it is important for educators to integrate self-management strategies in the learning process to enable students to maximize their potential.

2. Supporting and inhibiting factors

Based on the research findings, there are factors that support and obstacles in the application of self management techniques:

Supporting Factors

1) Teacher Support

Teachers who are trained in applying self-management techniques can provide appropriate attention and help them to realize the importance of time management, as well as provide guidance that suits individual needs. Teachers who are committed and take an active role in this process have been shown to increase the success of self management techniques.

2) Role of Parents

Parents have a significant role in supporting the effectiveness of the implementation of this technique. Supportive parents who monitor their children's activities at home and work with the school to set limits on game time can accelerate the process of changing student behavior.

3) Supportive environtment

A supportive school environment, such as the availability of attractive facilities and varied extracurricular activities, contributes to the reduction of gaming addiction. By providing a variety of more positive activities, students are more likely to avoid harmful behaviors such as gaming addiction.

4) Student awareness and motivation

Students who have a high awareness of the negative impact of

game addiction and have internal motivation can change more easily following self-management techniques. This shows that students' self-awareness is an important factor in the successful application of these techniques.

5) Multidisciplinary and Approach

Research at the school revealed that the integration of self-management techniques with religious learning greatly helped students to develop discipline and responsibility. Religious value learning that teaches the importance of time in the Islamic view provides a strong moral foundation in supporting the success of this technique.

Inhibiting Factors

1) Lack of Awareness in Students

One of the main obstacles in implementing self-management techniques is the lack of student awareness of the negative impact of online game addiction. Research by (Wahyuningsih et al., 2024) revealed that online game addiction can disrupt sleep patterns, reduce learning concentration, cause students to lose track of time, and reduce academic achievement.

2) Social and Peer Pressure

Rahma (2022) revealed that peer influence plays a significant role in encouraging adolescents to play online games. This condition has the potential to cause a decrease in academic achievement and have a negative impact on physical and psychological health.

3) Lack of Parental Support

Lack of parental support and supervision in monitoring children's behavior at home can be an inhibiting factor in overcoming online game addiction. (Miftakhul Munir (2022) revealed that parents' limited time due to busyness can reduce the intensity of supervision and guidance of children. This condition has an impact on children's habits in playing online games without adequate control. In addition, without synergy between schools and parents, the application of self-management techniques in overcoming these habits becomes less effective.

3. **Benefits of Implementing the Strategy**
a. **Reducing Online Game Addiction**

Reducing online gaming addiction in students can use good time management techniques. Creating a balanced daily schedule, where gaming time is limited and clearly organized, can help students prioritize academic and social activities. The use of timer or reminder apps can support students' discipline in sticking to the schedule. In addition, parental involvement is essential as a supervisor and supporter, by establishing good communication so that students understand the negative impact of gaming addiction. Joint activities, such as sports or other hobbies, can also be an interesting alternative to distract students from gaming.

Education about the impact of gaming addiction, such as through seminars or workshops, is important to raise students' awareness about mental and physical health risks. Schools and communities can also provide a variety of interesting extracurricular activities, such as sports, arts or science, as positive alternatives. With a holistic approach involving time management, education, and a supportive environment for productive activities, students can

hopefully reduce their dependence on online gaming and focus on healthier and more rewarding self-development.

b. Improving Academic Achievement

Creating a conducive learning atmosphere is one of the effective ways to improve students' academic achievement. A quiet and distraction-free environment, such as unnecessary noise or electronic devices, helps students concentrate better on understanding the subject matter. In addition, the use of effective learning techniques, such as mind mapping, active repetition and visual aids, makes learning more interesting and improves students' memory and understanding of lessons.

Teachers provide guidance and motivation, while parents design study routines at home. Parents' active involvement in their children's education has been shown to contribute significantly to student achievement. In addition, having opportunities for students to explore their interests and talents through extracurricular activities, such as sports or arts, helps them develop social and leadership skills. With a

balance between learning and other activities, students can improve their overall motivation and academic performance.

c. Building a Better Character

PAI teachers play an important role in building students' character by instilling moral values, ethics, and integrity. Through the development of discipline and responsibility, students learn to respect time, manage tasks, and prioritize their obligations. By linking learning with religious teachings, such as the concepts of trust and responsibility in Islam, students are motivated to behave well and understand the deep meaning behind discipline and honesty.

Character development also includes cultivating empathy and concern for others. PAI teachers can encourage students to participate in social activities, so that they learn to appreciate differences, understand the needs of others, and build social responsibility. This process helps students become individuals who are not only disciplined and responsible, but also caring and able to make positive contributions to society.

Tabel 2. Comparison of aspects through *self-management* techniques

Aspects	Online Gaming Addiction	Not addicted to online games
Learning Concentration	It's hard to concentrate because you're often thinking about games.	It is easier to focus and concentrate on the learning material.
Time Management	Tend to be unable to manage study and gaming time.	Have better time management skills.
Academic Achievement	Tend to decline due to lack of focus and time to study.	Have better time management skills.

From this comparison, online game addiction has a significant negative impact on various aspects of student learning. Students with online gaming addiction often struggle to maintain concentration, manage their time well and achieve optimal academic performance. They also tend to be socially isolated, interact less with peers, and experience mental and physical health problems, such as stress and sleep disorders. In contrast, students who are

not addicted to gaming are able to manage their time wisely, stay motivated to learn, and are active in social activities that support their development. They tend to have a healthier lifestyle, with better concentration on learning materials, which in turn has a positive impact on academic performance.

In therefore for schools, parent and communities work togeher to adress the problem of online gaming addiction. A holistic approach and proper support can help build a more positive and healthy learning enviroment for students. By providing guidance, creating positive alternative activities, and strenghtening communication between parents and school, it is hoped that students can develop more balanced habits and avoid the adverse effects of online game addiction.

D. Conclusion

Based on the results of the study, the application of self-management techniques proved effective in reducing online game addiction in students. 70% of students experienced a decrease in the duration of gaming, while the level of discipline and focus on learning increased by 60% based on teacher and parent reports. This indicates that this strategy not only helps students reduce their online gaming addiction, but also contributes to improving their learning motivation and academic performance..

The role of PAI teachers in the implementation of self-management is very significant, because in addition to providing religious guidance, they also play a role in shaping students' characters to have better self-control in the use of technology. Thus, the self-management strategy can be used as a model approach that can be adopted by other schools to overcome similar problems in the digital era.

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