

ABSTRAK

STUDI FENOMENOLOGI PENGALAMAN PERILAKU AGRESIF SISWA SMA DENGAN ADIKSI *GAME ONLINE* DALAM INTERAKSI TEMAN SEBAYA

OLEH :

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Adiksi *game online* pada remaja dapat memengaruhi perilaku serta interaksi dengan teman sebaya, termasuk munculnya perilaku agresif. Penelitian ini bertujuan mengeksplorasi pengalaman perilaku agresif siswa SMA dengan adiksi *game online* dalam interaksi teman sebaya. Penelitian menggunakan desain kualitatif dengan pendekatan fenomenologi deskriptif. Partisipan berjumlah 12 siswa SMAN 1 Sooko yang dipilih menggunakan *purposive sampling* berdasarkan kriteria inklusi. Data dikumpulkan melalui wawancara mendalam, observasi, kuesioner agresivitas sebagai skrining, dan dokumentasi. Keabsahan data dijamin melalui penerapan *trustworthiness* meliputi *credibility, transferability, dependability, dan confirmability* dengan strategi *triangulasi metode, member checking, dan audit trail*. Analisis data menggunakan metode Colaizzi melalui tahapan membaca seluruh transkrip, mengidentifikasi pernyataan bermakna, merumuskan makna, mengelompokkan makna ke dalam kategori, subtema, dan tema, menyusun deskripsi menyeluruh, merumuskan struktur esensial, serta melakukan validasi kepada partisipan. Penelitian menghasilkan empat tema, yaitu kehilangan kontrol terhadap aktivitas bermain *game online*, perilaku agresif verbal dalam interaksi teman sebaya, perilaku agresif fisik dalam interaksi teman sebaya, dan perubahan interaksi sosial. Perlu upaya pencegahan dan intervensi yang lebih tepat di lingkungan sekolah bagi siswa yang mengalami adiksi *game online*.

Kata Kunci: Perilaku Agresif, Siswa SMA, Adiksi *Game Online*, Interaksi Teman Sebaya

ABSTRACT

A PHENOMENOLOGICAL STUDY OF AGGRESSIVE BEHAVIOR EXPERIENCES AMONG HIGH SCHOOL STUDENTS WITH ONLINE GAME ADDICTION IN PEER INTERACTIONS

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Online game addiction among adolescents may affect behavior and peer interactions, including the emergence of aggressive behavior. This study aimed to explore the experiences of aggressive behavior among high school students with online game addiction in peer interactions. This study employed a qualitative design with a descriptive phenomenological approach. Twelve students from SMAN 1 Sooko were selected using purposive sampling based on predetermined inclusion criteria. Data were collected through in-depth interviews, observations, an aggressiveness questionnaire used as a screening instrument, and documentation. Data trustworthiness was ensured through credibility, transferability, dependability, and confirmability using methodological triangulation, member checking, and an audit trail. Data were analyzed using Colaizzi's phenomenological method, including reading all interview transcripts, identifying significant statements, formulating meanings, organizing meanings into categories, subthemes, and themes, developing an exhaustive description, identifying the essential structure of the phenomenon, and validating the findings with participants. Four themes emerged: loss of control over online gaming activities, verbal aggressive behavior in peer interactions, physical aggressive behavior in peer interactions, and changes in social interactions. The findings highlight the need for appropriate prevention and intervention strategies in the school setting for students experiencing online game addiction.

Keywords: Aggressive Behavior, High School Student, Online Game Addiction, Peer Interaction