

The Effect of Group Guidance Services with The Premack Principal Technique to Reduce Verbal Abuse of Mobile Legends Players

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Abstract: This study aims to examine the effectiveness of group guidance services using the Premack Principal technique in reducing verbal abuse among Mobile Legends players at SMP Negeri 1 Natal. A quantitative approach with a Nonequivalent Control Group design was used. The research involved 20 students identified as having high levels of verbal abuse, selected through purposive sampling. Data were collected using the Verbal Abuse Scale and analyzed using the Shapiro-Wilk normality test and independent sample t-test with SPSS 25.0. The results showed that the group guidance service with the Premack Principle technique was effective in reducing verbal abuse among students. These findings suggest that similar interventions can be implemented in schools to promote healthier interactions among students.

Keywords: *Group Guidance, Premack Principal Technique, Verbal Abuse*

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INTRODUCTION

The rapid development of information and communication technology has significantly transformed the way people interact in daily life. According to data from the Indonesian Internet Service Providers Association (APJII), internet penetration in Indonesia reached 78.19% in 2023, with over 215 million users, indicating how digital technology has become an integral part of society (APJII, 2023). The widespread use of smartphones and affordable internet access have also encouraged the growth of various online platforms, including social media and digital entertainment.

One of the most popular forms of digital entertainment is online gaming. Based on data from Statista (2023), Indonesia is among the largest online gaming markets in Southeast Asia, with more than 100 million active gamers. The popularity of online games such as *Mobile Legends: Bang Bang*, *Free Fire*, and *PUBG Mobile* continues to increase, especially among teenagers and young adults.

Verbal abuse in the context of gaming includes the use of abusive language, name-calling, and intimidation that frequently occurs during in-game interactions. Players give rise to behavior of cursing, blaspheming, sarcasm, and saying dirty words to other players that can damage the mentality, or provoke the player so that it can have an undesirable

impact (Almajid, 2019). Research shows that these behaviors not only impact the individual being victimized, but can also create a toxic gaming environment and diminish positive gaming experiences. (Rini, 2022)

A study by Dinata et al., (2024) found that 65% of *Mobile Legends* players reported experiencing verbal abuse, and 40% of them felt that the experience negatively affected their mental health. The gap between the expectation of enjoying the game and the reality faced by players shows the urgency to conduct further research on the impact of verbal abuse on motivation and satisfaction in playing. These negative experiences significantly affect their motivation to play, thereby reducing their satisfaction and engagement in the game. Thus, the phenomenon of verbal abuse not only ruins the gaming experience but can also have long-term consequences for players' psychological well-being.

The impact of Verbal Abuse behavior obtained in the *Mobile Legends* game will form a negative behavioral pattern in playing. This factor causes the player's emotions to be uncontrolled, triggering irrational, vulnerable actions, and explosive anger that arises from feelings of disturbance, becoming the main possible trigger for Verbal Abuse behavior that they consider correct in solving problems (Raharjo et al., 2024). Verbal Abuse behavior will form negative behavior in playing, habits of Verbal Abuse behavior can be formed from the social environment (Wahdiyati & Dwi Putra, 2022).

Slowly the negative things that are obtained will stick and can give rise to bad stereotypes for them until they can damage their mentality, so that it is likely to have an impact on decreasing personal, family, social, educational, work, or other important functions (Yarasani et al., 2018). Players who often experience verbal abuse in the *Mobile Legends* game can experience a significant decrease in self-esteem and self-confidence. This causes players to feel alienated and reluctant to participate in social interactions, both in the real world and in cyberspace. This social isolation can worsen their mental condition, resulting in difficulty in building healthy and positive relationships, and withdrawing from the social community, which in turn can lead to feelings of loneliness and depression.

Verbal abuse in the *Mobile Legends* community has the potential to exacerbate aggressive behavior among players. Continuous exposure to an environment filled with insults and taunts can encourage players to imitate such behavior, creating a self-perpetuating cycle of verbal abuse. This process not only harms the individual who is being victimized, but also affects other players who witness or participate in the interaction. As a result, negative social norms are formed in the gaming community, where aggressive behavior is considered acceptable. (Esti Nurul Qhomariah et al., 2024)

The various impacts of Verbal Abuse behavior among *Mobile Legends* players at SMP N 1 Natal indicate serious problems in social interactions between students. Students involved in Verbal Abuse tend to have similar behavioral patterns, such as using harsh words towards teammates or opponents, such as dog, pig, stupid, jerk, bastard, idiot, ugly, bastard, shit, noob, crazy, and stupid. And expressing excessive frustration when the game does not go as expected, such as you play like an idiot! Don't you have a brain? It's just a burden!", "What a noob!," Crazy, the hero I chose is completely useless!.

In the context of addressing negative behavior, particularly verbal harassment in online gaming environments, various efforts have been made, both independently by individuals and through more structured interventions. Individually, online gamers often develop coping strategies to mitigate the emotional impact of the verbal harassment they

experience. Research shows that these coping strategies include problem-focused coping, such as confronting verbal harassment directly or seeking social support from friends, and emotion-focused coping, such as avoiding the problem by muting the in-game chat feature, diverting attention to other activities outside the game, or engaging in spiritual practices (Pillar Emeraldyanti Putri & Mimbar Oktaviana, 2024).

However, students are often unaware of the impact of this verbal abuse and require group counseling services to develop better communication skills and provide appropriate education and interventions to create a more positive and supportive gaming environment (Isnaini, 2021). One technique that can reduce verbal abuse is the Premack Principle, which, according to David Premack, states that behaviors with a higher probability can serve as reinforcers for behaviors with a lower probability (Premack, D. 1959). This concept emphasizes that a more likely behavior can be used as a reinforcer to encourage a less likely behavior. In other words, individuals will be more motivated to perform an undesirable task if it is followed by a desirable task (Herrod et al., 2023). The core strength of the Premack Principle technique is Differential Reinforcement, behavior that is used to increase or strengthen desired behaviors while decreasing or eliminating unwanted behaviors. This technique involves providing reinforcement only for certain behaviors, while other unwanted behaviors are not reinforced. (Gambrill, 2017)

Many previous researchers have conducted research on verbal abuse behavior in students. Most of these studies highlight the causal factors, negative impacts, and various interventions that can be taken to reduce this behavior. Research by Isnaeni (2021) highlights patterns of verbal abuse behavior and its impact on students' social interactions. Meanwhile, according to Prayitno, emphasizes the importance of group guidance services in helping students develop social skills and reduce problematic behavior in schools (Hasanah, 2023). Research (Alhusni & Edison, 2023) in group guidance services to reduce negative behavior, namely addiction to playing Mobile Legends games. However, there is still very limited research that specifically examines the application of the Premack Principle technique in the context of group guidance to reduce verbal abuse behavior in students. Therefore, this study aims to fill this gap by testing the effectiveness of the Premack Principle technique in group guidance services as an effort to reduce verbal abuse behavior in the school environment.

This study aims to analyze the effect of group guidance services with the Premack Principle technique in reducing verbal abuse in *Mobile Legends* players at SMP N 1 Natal. It is hoped that the results of this study can provide significant contributions to the development of guidance and counseling programs in schools, as well as become the basis for more effective interventions to create a healthier and more positive learning and playing environment for students.

METHOD

This research uses quantitative research methods. Quantitative research is research that emphasizes numbers processed using statistics. (Balaka, 2022). This study uses the Quasi Experiment method with a Nonequivalent (Pretest and Posttest) Control Group Design (Sugiyono, 2017) research design. The design involves two groups of subjects, the experimental group and the control group selected according to the criteria, not randomly

selected. Both groups were given a pretest and posttest and only the experimental group received treatment using the Premack Principle technique. The following will present the research design which can be seen in table 1.

Table 1. Nonequivalent Design (Pretest and Posttest) Control Group Design

Experiment	O1 → X2 → O2
Control	O1 → X2 → O2

Information:

O1 = Pre Test

O2 = Post Test

X1 = Group Guidance with Premack Principle Technique

X2 = Conventional Treatment / Without using techniques (Gall & Borg 2003).

Table 2. Table Of Research Guidelines

Session	Implementation date	Types of Guidance & Counseling Services	Material	Implementation Stage
1	13 March 2025	Group Guidance	Definition of Verbal Abuse Analysis A B C (Antecedent, Behavior, Consequence)	<ul style="list-style-type: none"> Formation Stage: The experimenter greets and prays, explains the goals and principles of group guidance, and conducts ice breaking to build familiarity. Transition Stage: Explain the activity and ensure member readiness. Activity/Core Stage: Explain the definition of verbal abuse and conduct an ABC analysis with questions that trigger discussion. Closing/Ending Stage: Expressing impressions of the activity and discussing next steps.
2	17 March 2025	Group Guidance	How to set positive behavioral targets in using social media and how to apply reinforcement to yourself	<ul style="list-style-type: none"> Initial/Formation Stage: Repeating greetings and prayers, and reminding the principles of guidance. Transition Stage: Explain activities and ensure member readiness. Activity/Core Stage: Discussion about the target behavior to be achieved and the desired reinforcement.

				<ul style="list-style-type: none"> • Closing/Ending Stage: Expressing impressions and discussing steps to achievement.
3	23 March 2025	Group Guidance	Take steps to reduce verbal abuse behavior	<ul style="list-style-type: none"> • Initial/Formation Stage: Repeating greetings and prayers, and reminding the principles of guidance. • Transition Stage: Explain the activities and ensure member readiness. • Activity/Core Stage: Discussion of the steps taken to achieve the behavioral targets. • Closing/Ending Stage: Expressing impressions and discussing evaluation of achievements.
4	March 29, 2025	Group Guidance	Evaluate the achievement of targets to reduce Verbal Abuse behavior	<ul style="list-style-type: none"> • Initial/Formation Stage: Repeating greetings and prayers, and reminding the principles of guidance. • Transition Stage: Explain the activities and ensure member readiness. • Activity/Core Stage: Discussion on target achievement and obstacles encountered. • Closing Stage: Expressing impressions and saying thank you.

The population of the study was all 80 students of grade IX of SMP Negeri 1 Natal. The research sample consisted of 20 students. The sampling technique used was purposive sampling, a non-probability technique where samples are selected based on specific characteristics relevant to the research objectives. In this study, samples were selected based on students with moderate to high levels of verbal abuse. The sample size was 20 students, who were then divided into two groups, namely the experimental group and the control group, each consisting of 10 students. The instrument used was a verbal abuse questionnaire consisting of 16 items with a Likert scale, adapted from Ahmad Farobi (2024). The instrument's validity was tested using Aiken's V formula by three validators, and the results showed high validity. Reliability was tested using Cronbach's Alpha, with a result of 0.877, indicating that the instrument was reliable. The following is the Verbal Abuse Scale Instrument grid in table 2.

Table 3. Verbal Abuse Scale Instrument Grid

Aspect	Behavioral Indicators	Favorable	Unforgettable	Total
Character Attack (attack character)	Do action namely attack character someone in a way oral	1,2,3	4	4
Insults (insulting)	Act to mock lack of people others through words	5,6,7,9	8	5
Melodictions (curse)	Mocking the idea /Playing strategy other players	10,11	12	3
Profanity (swearing)	Say dirty talk or impolite to others	13,14,15	16	4
Total 16				

Data analysis test to test the normality of the data in this study used the Shapiro Wilk test because the number of samples was small ($n < 50$). The data analysis test used parametric tests because the data was normally distributed and homogeneous. The hypothesis test used in this study was the Independent sample test because the data met the assumptions of normality and homogeneity of variance (Agung, 2022). The calculation process of the analysis requirement test and data analysis test is completed using the help of SPSS 25.0 for Windows.

RESULTS

Based on the results of the pre-test given to the population in the study, the frequency distribution of Verbal Abuse Levels was obtained as follows:

Table 4. Frequency Distribution of Verbal Abuse of Mobile Legends Players

Category	Interval (i)	Frequency (f)	Percentage (%)
Tall	62-100	20	25
Currently	32 -61	45	56
Low	>31	15	19
Amount		60	100

Based on table 4 above, as many as 20 students (25%) are in the high category, this group with a high level of verbal abuse is used as the basis for selecting research samples. Furthermore, to determine the effect of group counseling services with the Premack Principle technique, Verbal Abuse measurements were carried out through pre-tests and post-tests on two groups, namely the experimental group and the control group. The results of these measurements are presented as follows:

Table 5. Descriptive Verbal Abuse Scores

	N	Minimum	Maximum	Mean	SD
Pre-Test Experiment	10	64	75	68.90	3,814
Post-Test Experiment	10	29	38	33.10	3.348
Pre-Test Control	10	62	67	64.30	1,636
Post-Test Control	10	52	64	60.10	3,784
Valid N (listwise)	10				

Based on table 5 above, the results of the descriptive statistical analysis show that the pretest scores of the experimental class ranged from 64 to 75, with an average value of 68.90. While the posttest scores of the experimental class ranged from 29 to 38 with an average value of 33.10. While for the control class, the pretest scores ranged from 62 to 67

with an average of 64.30, while the posttest scores ranged from 52 to 64 with an average of 60.10. The standard deviation of the posttest scores of the experimental class was recorded at 3,348, while the control class was 3,784. While the standard deviation of the pretest scores of the experimental class was 3,814, while the control class was 1,636.

Following is description condition Verbal Abuse of Students on during the pre-test for group experiment And group control

Table 6. Overview of Student Verbal Abuse Pretest on Group Experiment And Control

Code	Verbal Abuse			
	Group Experiment		Group Control	
	score	category	score	category
1	75	Tall	62	Tall
2	72	Tall	63	Tall
3	74	Tall	65	Tall
4	68	Tall	62	Tall
5	69	Tall	64	Tall
6	66	Tall	66	Tall
7	70	Tall	65	Tall
8	65	Tall	64	Tall
9	66	Tall	65	Tall
10	64	Tall	67	Tall

Based on these data, it can be seen that the average pre-test results for students in the experimental group were in the high level of verbal abuse category. that , students on group control is at on category high . This is show that Good group experiment and group control You're welcome experience Significant Verbal Abuse . Following is description Verbal Abuse student after giving treatment service guidance group with technique Premack Principle on group experiments , and giving treatment counseling guidance conventional on group control . As for results measurement scale Verbal Abuse from second group the is as following :

Table 7. Description of Post -test Verbal Abuse of Students on Group Experiment And Control

Code	Verbal Abuse			
	Group Experiment		Group Control	
	Score	category	score	Category
1	35	Currently	58	Currently
2	37	Currently	57	Currently
3	38	Currently	63	Tall
4	32	Currently	61	Currently
5	29	Low	58	Currently
6	31	Low	62	Tall
7	36	Currently	63	Tall
8	34	Currently	52	Currently
9	30	Low	64	Tall
10	29	Low	63	Tall

Based on the table above, can be seen difference level Verbal Abuse between group experiment and group control. On group experiments, some big subject is at in category low and currently. Temporary that, on group control, part big subject is at in category currently until tall. This matter shows that after giving treatment, level Verbal Abuse on group experiment tends more low compared to group control. The following shows the visual results of the differences before and after treatment.

Figure 1. Result before and after

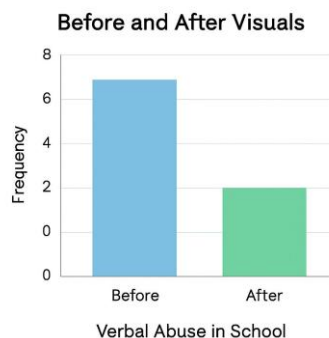


Table 8. Normality Test Results

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pre-Test Experiment	.176	10	.200*	.939	10	.546
Post-Test Experiment	.135	10	.200*	.923	10	.386
Pre-Test Control	.166	10	.200*	.946	10	.627
Post-Test Control	.194	10	.200*	.869	10	.098

Based on table 8 above, normality testing is carried out in order to identify whether the information in the experimental group and control group has a data distribution that is normally distributed or not. The researcher analyzed the normality results by utilizing the Shapiro Wilk SPSS version 25 test. The reason the researcher adhered to the results of this test is because the sampling test required was less than 30. The basis for the decision taken in the normality test was carried out in order to identify whether the information in the experimental group and control group had a data distribution that was normally distributed or not. The basis for the decision taken in this study is:

- 1) If $\text{sig} > 0.05$ it means the data is normally distributed.
- 2) If $\text{sig} < 0.05$ it means the data is not normally distributed.

According to the test results from Shapiro-Wilk, it can be seen that the pretest and posttest of the verbal abuse scale in the control and experimental groups have a fairly high significance value compared to the value of 0.05. The pretest value of the experimental group has a value of 0.546, and the posttest value of this experimental group has a value of 0.386. While the pretest value of the control group has a value of 0.627 and the posttest value and control group are 0.098, so it can be concluded that information

regarding the pretest and posttest data of the social skills scale in the control and experimental groups has been distributed normally so that the next stage is to conduct a data homogeneity test.

Table 9. Homogeneity Test Results

Test of Homogeneity of Variance				
	Levene Statistics	df1	df2	Sig.
Based on Mean	.057	1	18	.813
Based on Median	.000	1	18	1,000
Based on Median and with adjusted df	.000	1	13,419	1,000
Based on trimmed mean	.029	1	18	.866

Table 9 Homogeneity testing is carried out to identify whether the information has homogeneous properties or not. Researchers analyze the results of homogeneity testing using the Levene test. In other words, homogeneity testing is carried out to identify whether the collection of information to be studied has similar characteristics or not. The basis for decision making in this study is

In accordance with the results of the homogeneity test on the post-test information on the social skills scale in the table, it has been identified that there is homogeneous data in the control and experimental groups. The information above can be called homogeneous if the significance value exceeds 0.05. Based on the results of the Levene test, it has been obtained that the results of the post-test verbal abuse of Mobile Legends players are significant so that it can be concluded that the post-test and pre-test data on the verbal abuse scale are homogeneous. Through the analysis of the data above, it shows that the data is normally distributed.

In this study, the hypothesis was justified through the Independent Sample Test in table 10 below:

Table 10. Results of the Independent Sample Test

Independent Samples Test									
Lave's Test For Equality Of Variances					t-test for Equality of Means				
	F	Sig.	T	f	Sig.(2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of The Difference Lower	Upper
Equal variance assumed	.057	.813	-16,897	8	.000	-27,000	1,598	-30,357	-23,643
Equal Variance not assumed			-16,897	17,737	.000	-27,000	1,598	-30,361	-23,639

Based on table 10 above, there are the results of the Independent Sample T-Test that the calculated t is -16.897 and the t table with df 18 and sig $0.000 < 0.05$ found a t table value of 2.101 , then the calculated t value of $16.897 > 2.101$ then H_0 is rejected and H_a is accepted. And the posttest score of the experimental group has an average value of 33.10 . While the control group posttest score average value of 60.10 . Based on the test results, it can be seen that there is a significant difference in verbal abuse in the experimental group and the control group. This finding is proven by the significance coefficient of $0.000 < 0.05$.

Thus, it shows that the hypothesis (H_a) which states that group guidance services with the premack principle technique are effective in reducing Verbal Abuse of Mobile Legends players in class VIII of SMP Negeri 1 Natal can be accepted.

DISCUSSION

Based on the results of data analysis using the Independent Sample Test, it was found that there was a significant difference in the level of verbal abuse in the experimental group students before and after being given group guidance services using the Premack Principle technique . t -16.897 and the t table with df 18 and sig $0.000 < 0.05$ showed that the services provided had a real impact in reducing the level of verbal abuse in students . This means that the group guidance intervention implemented was proven to be effective in helping students shift negative behavior into positive behavior . Previous research that is in line with this research is research (Alihusni & Edison, 2023) show that group guidance services with the Premack Principle technique are effective in reducing students' online game addiction as well as verbal abuse behavior, including negative behavior that appears in online games . In addition, Zebuah et al., (2024) stated that the Behavioral approach , including the Premack Principle , is effective in reducing individual negative behavior.

According to Romlah, group guidance is a group activity in which the group leader provides information and directs discussions so that group members become more social or to help group members achieve common goals. Group guidance can be interpreted as a guidance effort carried out through group situations, processes and activities. The target of group guidance is individuals in the group so that individuals who are given guidance gain self-understanding, self-acceptance, self-direction and inner realization towards optimal development. Group guidance is aimed at preventing problems from arising in students and developing students' potential (Sedayanasa, 2021).

According to Susanto in (Lustari 2020) stated that group guidance is assistance to students whose activities consist of delivering information or group activities related to educational problems, personal work, and social and are not presented in the form of lessons and are carried out in small, medium and large groups. According to Erford (2016) this premack principle technique is behavior with a higher probability and can act as a reinforcer for behavior with a lower probability .

The significant decrease in the experimental group indicates that the Premack Principle technique not only helps change negative behaviors but also forms positive habits through consistent reinforcement. This technique works by linking less desirable behaviors (such as verbal abuse) with more desirable behaviors (such as playing fair).

This is in line with behavioral therapy approaches that emphasize the importance of positive reinforcement in shaping desired behaviors. These results are also consistent with Bandura's (1977) theory of social learning, which states that individuals can learn new behaviors through observation and interaction with others in a group. In this context, group dynamics can facilitate behavioral change through social support and reinforcement from other group members (Sari et al., 2024).

Then, the results of the analysis in the control group showed a significant difference between the pre-test and post-test scores, with an Asymp. Sig. (2-tailed) value of 0.000. This group did not receive group guidance services with the premack principle technique, but only received information services regarding verbal abuse. Although there was a decrease in the level of verbal abuse, this decrease was not as large as that experienced by the experimental group who received direct treatment in the form of group guidance with the premack technique.

Badriyah's (2020) research supports this finding, stating that information services can improve students' understanding of behavioral issues, but are not strong enough to comprehensively address verbal abuse without further intervention. Information services are passive educational interventions aimed at providing knowledge and understanding of verbal abuse, but do not involve active psychological techniques or intensive emotional support. According to Sukardi (Harahap et al., 2022), information services enable students and related parties to obtain important information as a basis for daily decision-making.

Other research also supports this. According to Sholihah et al. (2023), information services have been shown to significantly reduce verbal abuse behavior among students, but their effectiveness is limited to increasing awareness and understanding, without producing profound behavioral changes. Research by Rahmawati & Firman (2024) also states that information services have an important role in building understanding, but are not optimal enough to address verbal abuse without further intervention support. In contrast, group guidance offers a more active and structured intervention. The Premack Principle technique in group guidance helps participants shift negative behavior patterns to positive ones and manage verbal abuse behavior effectively. In addition, group guidance provides social support and a space for sharing experiences that strengthen students' efforts to manage negative behavior when playing Mobile Legends. According to Lestari (2024), group guidance is an assistance effort in a group atmosphere that aims to prevent and cure psychological problems, including verbal abuse behavior. This view is also supported by Rusmana (Rahmawati & Firman, 2024) who emphasizes that group guidance is an effective medium in dealing with psychological problems through group interaction. In fact, other techniques such as role-playing in group guidance have also proven effective in reducing students' verbal abuse behavior by strengthening active interactions and social skills (Rizqi et al., 2024).

The comparison between the experimental and control groups in the post-test also showed a significant difference, as indicated by the Independent Samples test with Sig = 0.000. This strengthens the evidence that the Premack Principle technique in group guidance is more effective in reducing the level of verbal abuse in students compared to students who received conventional guidance. This finding is in line with research by Alihusni et al. (2023) which showed that group guidance with the Premack Principle technique is effective in reducing negative behavior in junior high school students.

However, this study expands scientific contributions by combining group guidance and the Premack Principle technique specifically to reduce verbal abuse in junior high school students, an approach that is still relatively rare as the focus of integrated studies in junior high school settings.

Research Novelty

This study is novel in integrating the Premack Principle technique into group guidance to reduce verbal abuse behavior in junior high school students. Although this technique has been used in other contexts, its specific application to junior high school students in the context of verbal abuse while playing Mobile Legends is still limited. Thus, this study makes a new contribution to the field of guidance and counseling at the junior high school level.

Implications and Contributions

Theoretically, the results of this study support the effectiveness of a behavioral approach using the Premack Principle technique in an educational context, particularly in addressing verbal abuse behavior in junior high school students. Practically, these findings can be used by Guidance and Counseling (BK) teachers to develop more effective intervention programs to reduce verbal abuse behavior, by integrating the Premack Principle technique into group guidance services.

Research Limitations

This study has several limitations that should be considered when interpreting the results. First, the number of participants was relatively small, only 20 students from a single school, so the findings cannot be broadly generalized to a larger population or to other school contexts with different characteristics. Second, the study design was quasi-experimental without randomization, which, while powerful for testing the effectiveness of the intervention, still leaves open the possibility of external variables influencing the results. Third, the intervention duration was limited to four tutoring sessions, which may not be sufficient to capture long-term changes. Furthermore, data were obtained solely from a questionnaire, which may limit the depth of analysis of the dynamics of student behavior change. Further research is recommended to expand the scope of the study sites, increase the number of participants, and combine quantitative and qualitative approaches to obtain more comprehensive and applicable results.

CONCLUSION

Based on research conducted at SMP Negeri 1 Natal, there were 20 students who were included in the high verbal abuse group in the Mobile Legends game. This verbal abuse behavior is one of the factors that can damage the gaming experience and social interactions of students, and if left unchecked can have a negative impact on students' mental health and their friendship environment, including teammates, opponents, and the gaming community. To change the high level of verbal abuse behavior of students, effective intervention is needed to reduce it. The results of the study conducted by the researcher showed that group guidance services with the Premack Principle technique can fundamentally reduce verbal abuse of Mobile Legends players at SMP N 1 Natal. The level of verbal abuse of students is now in the medium and low categories after being given treatment, compared to previously being in the high category.

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