

Original Article

THE RELATIONSHIP BETWEEN ONLINE GAME ADDICTION WITH STUDENT LEARNING MOTIVATION AT SMPI MIFTAHUL JANNAH AND MTS NAHDLATUL NASYIIN IV PASANGGAR PEGANTENAN PAMEKASAN

Eliza Zihni Zatihulwani ^{1*}, Habiburrohman ¹, Roni Setiawan ¹, Sylvie Puspita ¹

¹ Bachelor's Degree Study Program in Nursing Science, College of Health Science of Husada Jombang

Correspondence:

Eliza Zihni Zatihulwani

Bachelor's Degree Study Program in Nursing Science, College of Health Science of Husada Jombang

e-mail: eliza.zatihulwani@gmail.com

DOI: <https://doi.org/10.60050/lkh.v8i3.47>

ABSTRACT

Background: Rapid technological advances can change various aspects of everyday life, such as online gaming. Playing online games can foster curiosity and attract interest, and can even cause addiction that interferes with learning motivation.

Objectives: This research aims to understand the correlation between addiction to playing online games and students' learning motivation at SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV Pasanggar Pegantenan Pamekasan.

Design: This research adopted a quantitative approach with correlational analysis methods and cross-sectional research, involving 60 students from SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV using purposive sampling techniques. The data collection tool consists of questionnaires and data analysis is conducted using Spearman's rank correlation test.

Results: This research found that the majority of respondents were addicted to playing online games at a high level, namely 37 respondents (61.7%). Meanwhile, most respondents had low-level learning motivation, and 37 respondents (61.7%). From the results of the Spearman Rank Test, a significant value of 0.000 ($p < 0.05$) was found with a correlation coefficient of -0.666, indicating a strong negative relationship between Addiction to Playing Online Games and Learning Motivation in students at SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV in Pasanggar Pegantenan Pamekasan.

Conclusion: Time management, schedules, supervision, family support, and healthy substitute activities are needed as a solution.

Keywords: Game Addiction, Learning Motivation, Students.

INTRODUCTION

Rapid technological advances can change many parts of daily life and inspire new technological discoveries that can be applied in various fields. One of the advantages of internet technology is its ability to be a source of entertainment, such as playing games. Games that require internet access are referred to as online games (Irawan & Siska W., 2021). Play activities game online arouse curiosity and provide psychological satisfaction that can increase interest in playing and even cause addiction game online that can interfere with learning motivation (Makatita et al., 2022)

(World Health Organization 2020) says that addiction to online games is a disorder due to addictive behaviors caused by habits or addictions. According to the latest report from the Global Game Market Report released by Newzoo, the global online gaming user population reached 2.3 billion in 2020. According to (Mertika & Mariana, 2020) There are 82 million online game users in Indonesia. According to the Association of Internet Service Providers Indonesia (APJII) in 2019, there are around 60 million gamers in Indonesia and it is projected to reach 100 million by 2020 (Musbit et al., 2022). Currently the island with the largest number of users games online the largest is still Indonesia. Java ranks second (Prastivi, 2020). Then according to data obtained by parents of students at SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV Pasanggar Pegantenan Pamekasan, many students prefer to play games online on smartphones after school, and not study, there are even those who do not do their homework, do not even go to school, etc. prefer to play games.

Many teenagers often use online games as a form of escape from everyday reality, which can lead to addiction (Prastivi, 2020).

Dependence on online games is a condition in which a person is so attached to the habit that it is difficult to stop it, resulting in students not being able to enjoy other games (Makatita et al., 2022). Playing online games not only makes a person addicted, but it also has an impact on the social environment and makes players lazy. This causes many children to become addicted to online games due to a lack of motivation. If students show a positive attitude towards school, it is better to focus on education rather than spending time playing online games. Many students still prefer to play online games rather than focus on learning at school, causing a lack of motivation to learn. (Theresia et al., 2019).

Game online Being part of the culture can influence the desire to learn as well. It seems that online gaming is currently negatively impacting students. Since the images are just imagination, the goal of this game is just fun, and it's just a waste of time and money. If not carefully considered, strong learning motivation will have a positive impact on the learning process and outcomes. Students who lack interest in lessons tend to be lazy and focus on playing online games. Therefore, teachers need to have the ability to implement learning methods that trigger students' motivation to learn in the classroom. (Theresia et al., 2019).

METHODS

Study Design

The research employs a correlational analysis method to explore the relationship between independent and dependent variables (Nursalam, 2017). A cross-sectional approach is used, concentrating on measuring data for both independent and dependent variables at a single point in time.

Setting

The study was conducted at SMPI Miftahul Jannah and MTS Nahdlatun Nasyiin IV, located in Pasanggar Village, Pegantenan District, Pamekasan Regency, on June 18, 2024.

Research Subject

The subjects of this study were students from SMPI Miftahul Jannah and MTS Nahdlatun Nasyiin IV in Pasanggar, Pegantenan, Pamekasan, with a total of 148 students. A non-probability sampling method was applied, specifically purposive sampling, selected to align with the research objectives (Nursalam, 2020). Sample selection was based on inclusion and exclusion criteria that matched the characteristics under study. The target population included students from grades 7, 8, and 9, aged 11 to 16, who signed a consent form indicating their willingness to participate. A final selection of 60 respondents was made. Absent students, did not own a mobile phone, did not play online games, or lived in dormitories were excluded from the sample.

Instrument

The tool used in this study was a questionnaire on Online Gaming Addiction, consisting of 20 Likert scale questions with four response options, adapted from the work of Nabila Zahra Ayu (2019). Additionally, a Learning Motivation questionnaire with 20 Likert scale questions, also offering four response options, was adapted from Vania Andreyani Sanjaya (2019). Both instruments had been previously tested for validity and reliability.

Data Collection

Before starting the research, the researcher submitted a formal request for permission to the principals of SMPI Miftahul Jannah and MTS Nahdlatun Nasyiin IV in Pasanggar, Pegantenan, Pamekasan. Once permission was granted, the researcher identified potential respondents for the study. Following this, the researcher outlined the study's purpose, the procedures involved, and the rights and responsibilities of participants. Informed consent was then requested from each prospective respondent as a confirmation of their willingness to participate. Upon receiving consent, the researcher proceeded with the study.

Data Analysis

The Spearman Rank Test yielded a p -value of < 0.05 , indicating a significant relationship between the variables.

Ethical Consideration

This study received ethical approval, with certification under the researcher's name, Habiburrohman, certification number 0559-KEPKSHJ, for the research titled: "The Relationship Between Online Gaming Addiction and Learning Motivation Among Students at SMPI Miftahul Jannah and MTS Nahdlatun Nasyiin IV, Pasanggar, Pegantenan, Pamekasan."

RESULTS

General Data of Respondents

As shown in Table 1, the majority of respondents were aged 13–14, totaling 31 respondents (51.1%), while a smaller group was aged 11–12, with 14 respondents (23.3%). Nearly half of the respondents were from grades 1 and 2, each with 22 respondents (36.7%), and close to half were from grade 3, with 16 respondents (26.7%). Most respondents reported playing for more than 3 hours, totaling 46 respondents (76.7%), while a smaller portion, 14 respondents (23.3%), reported shorter playing times.

Table 1. General Data of Respondents Based on Age, Grade, and Online Game Play Time in SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV Pasanggar Pagantenan Pamekasan at June 2024.

Characteristics of Respondent	Frequency	Percentage
	(f)	(%)
Age (Years Old)		
11-12 Years Old	14	23.3
13-14 Years Old	31	51.7
15-16 Years Old	15	25.0
Total	60	100.0
Grade		
7 th	22	36.7
8 th	22	36.7
9 th	16	26.6
Total	60	100.0
Online Game Play Time		
> 3 hours per day	46	76.7
< 3 hours per day	14	23.3
Total	60	100.0

Sources: Primary Data of Research, 2024.

Examination of the Relationship between Online Game Addiction and Student Learning Motivation in the SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV Pasanggar Pagantenan Pamekasan Using Spearman Ranks Test

Table 2. The Relationship between Online Game Addiction and Student Learning Motivation in the SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV Pasanggar Pagantenan Pamekasan Using Spearman Ranks Test.

Online Game Addiction	Student Learning Motivation						Total	
	Low		Moderate		High			
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Low	2	3.3	2	3.3	10	16.7	14	23.3
Moderate	4	6.7	3	5.0	2	3.3	9	15.0
High	31	51.7	5	8.3	1	1.7	37	61.7
Total	37	61.7	10	16.6	13	21.7	60	100.0
<i>p</i> -value = 0.000; <i>r</i> = -.666								

Sources: Primary Data of Research, 2024.

Based on the data in Table 2, most research respondents demonstrated a high level of online game addiction, with 37 respondents (61.7%) falling into this category, while only 9 respondents (15.0%) showed a moderate level of addiction. Additionally, Table 2 indicates that the majority of respondents displayed low learning motivation, totaling 37 respondents (61.7%). In contrast, only 13 respondents (21.7%) exhibited high learning motivation, and 10

respondents (16.6%) were in the moderate range. From these findings, it can be inferred that most participants with a high level of online game addiction also showed low learning motivation, accounting for 31 respondents (51.7%). Conversely, only a minimal number of participants—just 1 respondent (1.7%)—showed both high addiction to online games and high motivation to learn. Furthermore, the data revealed a significant relationship between online game addiction and student learning motivation among students at SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV Pasanggar Pagantenan Pamekasan, as indicated by a p-value of 0.000 and a correlation coefficient of -0.666. This negative correlation suggests that as online game addiction increases, learning motivation tends to decrease.

DISCUSSION

According to Tampi et al. (2023), people who are addicted to online games often begin gaming as a way to seek enjoyment, relieve stress, or escape boredom. However, many lose track of time, sometimes staying up too late to play. This can negatively affect their health, as gaming addiction may lead to reduced physical endurance from insufficient exercise, rest, and neglect of meals.

Similarly, M. Y. Putri et al. (2023) highlight that online gaming addiction can trigger several psychological issues, including anxiety, depression, and heightened stress. Addiction often results in symptoms like constant restlessness, tension, and excessive worry, as well as depression, which manifests as sadness, diminished interest in other activities, and lack of motivation. High stress levels are also typical, with individuals struggling to cope with everyday demands and experiencing intense emotional responses. This suggests that gaming addiction impacts mental well-being beyond behavioral aspects, profoundly affecting psychological health. Socially, addiction can lead to isolation, with individuals choosing to engage in the virtual world rather than in-person interactions. As a result, they may have limited social skills and struggle to maintain healthy relationships, impacting their ability to communicate, solve problems, and interact effectively (M. Y. Putri et al., 2023).

Kurnada and Iskandar (2021) explain that dependence on online games is influenced by internal factors—like personal motivation, boredom, poor priority management, and lack of self-control—and external factors, such as an unsupportive environment, limited social interactions, and inadequate parental involvement.

Researchers emphasize that online game addiction is a critical issue that can disrupt both physical and mental health. This type of addiction involves a loss of control over gaming frequency and duration, ultimately affecting everyday life. Contributing factors include easy access to games, instant rewards, virtual social interactions, and a desire to escape real-life challenges. Consequences range from sleep disturbances, academic and work performance decline, social withdrawal, and physical health issues (such as eye strain and poor posture) to mental health disorders like anxiety and depression. Preventative measures, including parental oversight, gaming time limits, and education on addiction risks, are essential.

Researchers also underscore that while online gaming can be enjoyable, maintaining a balanced approach is crucial for one's overall well-being.

Survey data further reveal that most respondents were aged 13-14 (51.1%), with a minority aged 11-12 (23.3%). According to Hati et al. (2021), adolescents (ages 13-15) are especially drawn to technology, finding online gaming a way to cope with stress, boredom, and

daily routines. Many plays to escape responsibilities or challenging situations. During this identity-forming period, teens often want to explore new things, aligning with their inclination toward online games as a stress-relief mechanism.

Researchers note that gaming addiction among junior high students is increasingly concerning due to its effects on social and academic development. In this phase, teens are vulnerable to gaming's influence as they navigate identity and social adaptation, with excessive gaming potentially impairing academic performance. Recognizing gaming addiction signs, limiting playtime, and encouraging alternative activities can help maintain a healthy balance.

Data on gaming duration show that most respondents (76.7%) play over three hours, with a minority (23.3%) playing less. Barseli & Sriwahyuningsih (2023) describe dependency as an inability to control one's behavior toward an activity driven by a strong desire. This dependency can be detrimental to mental health, developing in three stages: curiosity, interest, and eventually, a difficult-to-break habit. Similar to substances like cigarettes and alcohol, gaming addiction can damage health and disrupt social bonds. The study aims to identify gaming addiction characteristics that are easily recognizable.

Researchers assert that increased attention is needed on the impacts of prolonged online gaming due to its potential to disrupt life balance. Excessive gaming can lead to neglect of responsibilities such as work, studies, and other obligations, resulting in decreased productivity and difficulty reaching goals. While not everyone who plays online games becomes addicted, those who are vulnerable face significant risks. Raising awareness and encouraging strategies for healthy gaming time management are essential for both individuals and society.

According to Author and Publisher (2023), learning motivation is an individual's mental drive that strengthens the will to learn, enabling them to complete learning activities and achieve desired outcomes. Tampi et al. (2023) found that low learning motivation among students often stems from students' low self-esteem, limited curiosity, and lack of interest, which makes them less inclined to seek knowledge beyond what their teachers provide. This lack of motivation can be attributed to students feeling unintelligent or incapable, leading to self-doubt and comparisons with peers they perceive as more skilled, which further discourages their learning efforts.

Researchers note that low learning motivation poses a significant barrier to academic achievement. A person may lose interest in learning due to various reasons, such as perceiving a lack of relevance in the subject matter, frustration from difficulty grasping concepts, or distractions in the learning environment. Addressing this issue involves tapping into personal interests, finding support from close ones, and using learning strategies suited to individual needs. A mindset shift and a positive learning environment can help rejuvenate motivation and lead to academic success.

From the table above, it is observed that the majority of respondents, aged 13-14, were 31 respondents (51.1%), while a smaller proportion aged 11-12 years was 14 respondents (23.3%).

As Bromley (in Mardhatillah et al., 2023) explains, the development of reading skills in children aged 4-6 follows five key stages, including imagination, self-identity, and reading interest. The initial step toward independent reading is becoming familiar with books. Reading proficiency involves translating letters into sounds and connecting spoken words with written

symbols. Given Indonesia's ongoing need to improve reading proficiency, the government has initiated various educational programs to address this.

According to Hamdah (2022), motivating students is not an easy task, and teachers need to understand their students more deeply, engaging them with innovative and creative approaches to keep learning interesting. Highly motivated students often exhibit the following traits: 1) Active Engagement: They participate in discussions and classroom activities; 2) Clear Goals: They understand their academic goals and the long-term value of education; 3) Perseverance: They push through difficulties; 4) Desire to Achieve: They continuously seek to learn and improve; and 5) Responsiveness to Feedback: They accept feedback to grow. In contrast, students with low motivation tend to 1) Be Passively Engaged, doing only the minimum; 2) Lack Purpose: They lack clear learning goals; 3) Give Up Easily when faced with challenges; 4) Exert Minimal Effort; and 5) Avoid or Ignore Feedback.

Researchers indicate that low motivation presents a real challenge in reaching goals and completing everyday tasks. Low motivation often results in a lack of interest and enthusiasm, reducing productivity, quality of work, and confidence. Identifying the cause of low motivation—whether internal, such as fatigue or boredom, or external, such as workplace pressure or lack of support—is crucial. To regain motivation, one can set realistic goals, seek support from others, or make routine changes to add enjoyment and stimulation.

According to the results of the Spearman Rank Test using IBM SPSS 18, the two-tailed significance value is 0.000, which is less than the p-value threshold of 0.05. This indicates a significant relationship between online gaming addiction and learning motivation among students at SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV in Pasanggar Village, Pegantenan District, Pamekasan Regency. Additionally, the correlation coefficient is -0.666, denoting a strong inverse relationship between these two variables. This negative correlation implies that as online gaming addiction increases, students' motivation to learn decreases.

Supporting these findings, Cahya (2019) found a negative correlation between smartphone-based online game addiction and learning ability, with a correlation coefficient of -0.483 and significance under 0.05, showing that increased addiction is associated with lower learning interest among Grade XI students at SMA N 1 Kalasan. Similarly, Latumahina et al. (2020) reported a weak negative correlation between online game addiction and academic performance among Nursing students at STIKES Jayapura, with a coefficient of -0.073, indicating that greater addiction correlates with lower academic performance.

Makatita et al. (2022) noted that the popularity of online games due to technological advancements brings both positive and negative educational impacts. While increased creativity and communication skills were some benefits observed, the drawbacks included addiction and diminished learning motivation. Likewise, Arsini et al. (2023) highlighted that online games provide both positive (e.g., faster thinking and problem-solving) and negative (e.g., time mismanagement) impacts, with players often neglecting studies in favor of gaming.

According to Siagian (2022), teenagers are more prone to online gaming addiction than adults, with addiction often arising from cravings, boredom, lack of self-control, and difficulty prioritizing. External factors like social environment, family expectations, and peer influence also contribute to gaming dependency.

M.Y. Putri et al. (2023) distinguish gaming addiction from healthy gaming habits, emphasizing that casual players maintain balance in their lives, adjusting gaming time to fulfill

other obligations. In contrast, gaming addicts struggle to control their gaming habits, often sacrificing important tasks, leading to significant negative life impacts.

Researchers have observed that gaming addiction can severely impact academic motivation. Excessive gaming can lead to a shift away from intrinsic learning motivation, with players prioritizing in-game achievements over educational goals. The instant rewards offered by games may reduce the appeal of long-term academic pursuits.

Table 2 illustrates that most respondents, specifically 31 (51.7%), experience high gaming addiction coupled with low learning motivation, while only 1 respondent (1.7%) reported both high addiction and high learning motivation.

Rahyuni et al. (2021) found that online games interfere with students' positive developmental activities, often lowering their learning enthusiasm. This trend is more evident in the current digital era, where some students prefer gaming over studying, which results in reduced focus and readiness in school.

S.A.R. Putri et al. (2022) emphasize the role of disrupted sleep patterns and reduced physical activity in gaming addiction, as excessive gaming often causes sleep disorders and reduced physical activity. These habits can lower fitness and contribute to other health issues, with inadequate sleep diminishing concentration and memory—essential for effective learning.

Researchers further observed that prolonged gaming sessions frequently distract students from academic pursuits, resulting in lower intrinsic motivation and a decline in academic or professional performance due to inadequate sleep and health issues.

Data also show that most respondents aged 13-14 (51.1%) are more susceptible to gaming addiction than those aged 11-12 (23.3%).

Siagian (2022) states that children aged 13-15 are particularly vulnerable to online gaming addiction, as they are new to using mobile devices and are easily captivated by games. Prolonged gaming often affects their interest and motivation to learn, thus negatively impacting academic achievement.

Researchers note that adolescents frequently sacrifice study time for gaming, partly due to the instant gratification and virtual interaction it offers. However, some students may find educational value in games with strategic or problem-solving elements, enhancing skills like analysis and focus.

In young adults, the relationship between online gaming and learning motivation may evolve. Those accustomed to gaming since adolescence may struggle to balance their hobbies with academic or work commitments, though some successfully integrate gaming with intellectual pursuits or career-related skills through effective time management.

Table data also reveal that nearly all respondents play for over three hours, with 46 respondents (76.7%) in this category, while only 14 respondents (23.3%) play less than three hours.

According to Dian Saskia Dewi P et al. (2023), addicted individuals often spend between 2-10 hours per day gaming, which can negatively impact learning motivation and lead to social and psychological issues. Parents are encouraged to supervise children's gaming habits to prevent adverse effects on learning and social interactions.

Karo et al. (2023) suggest that improving learning motivation in students with online gaming addiction can involve setting gaming limits, establishing study schedules, and fostering positive communication between parents and teachers.

Researchers assert that excessive gaming can lead to lost time awareness, neglected responsibilities, and disturbed sleep. To address this, strategies such as setting time limits, following schedules, family support, engaging in alternative activities, and raising awareness of gaming addiction's health risks are crucial. Implementing these steps in a gradual, consistent manner can help manage online gaming addiction, fostering a healthier, more balanced lifestyle.

CONCLUSION

At SMPI Miftahul Jannah and MTS Nahdlatul Nasyiin IV in Pasanggar Village, Pegantenan District, Pamekasan Regency, the majority of respondents, 37 individuals (61.7%), were found to have a high level of online game addiction. Additionally, most respondents exhibited low learning motivation, with 37 individuals (61.7%) in this category. There is a notable relationship between online game addiction and learning motivation among the students at these schools.

SUGGESTION

Parents should supervise students to ensure their safety, while teachers should encourage and motivate them. Students who struggle with addiction should manage their time by setting prioritized routines.

LIMITATION

This study was conducted without any limitations or restrictions that could impact the research process or findings.

REFERENCES

- Arsini, Y., Arsini Social Sciences Study Program, Y., Tarbiyah and Teacher Training, F., Yani Social Sciences Study Program, R., & Nazwa Social Sciences Study Program, S. (2023). The Influence of Online Games on Social Behavior in Students. *Journal of Social Education in Humanities*, 2(3), 190–199. <https://doi.org/10.30640/dewantara.v2i3.1370>
- Asri, A. R., Saman, A., & Umar, N. F. (2022). Students' Online Game Addiction and Its Handling in the Pandemic Era: A Case Study of School Students. *Pinisi Journal of Art, Humanity & Social Studies*, 2(6), 190–200.
- Barseli, M., & Sriwahyuningsih, V. (2023). The role of the mobile legends online game as a trigger for a decline in student learning motivation. *EDUCATIO Journal: Indonesia Education Journal*, 9(1), 164. <https://doi.org/10.29210/1202322743>
- Dian Saskia Dewi P, N. A., Darmini, A. A. . Y., & Bhandesa, A. M. (2023). The Relationship Between Online Game Addiction and Psychosocial Development of School-Age Children in Sdn 1 Sesetan. *Journal of National Health Research*, 7(1), 7–12. <https://doi.org/10.37294/jrkn.v7i1.426>
- Hamdah, L. (2022). Problems of Learning Motivation of Grade VIII Students in Arabic Learning at IT Yapidh Junior High School. *Ta'limi | Journal of Arabic Education and Arabic Studies*, 1(1), 1–19. <https://doi.org/10.53038/tlmi.v1i1.8>
- Hati, W. E. K., Nurrohmah, A., & Gati, N. W. (2021). Overview of Stress Levels in Adolescents Who Play Online Games in Kentong Village, Cepu District. *ASJN (Aisyiyah Surakarta Journal of Nursing)*, 2(1), 6–11. <https://doi.org/10.30787/asjn.v2i1.830>
- Irawan, S., & Siska W., Di. (2021). Factors Affecting Students' Online Game Addiction. *Journal of Gusjigang Counseling*, 7(1), 9–19.
- Islam, U., Imam, N., & Padang, B. (2020). 2127-4946-1-Pb. 6(2).
- Karo, M. B., Pakpahan, R. E., & Sihombing, K. M. (2023). Overview of Online Game Addiction and

- Learning Motivation in Grade XI Students at SMA Deli Murni Delitua in 2022. *Journal of Scientific Horizons*, 3(1), 37–44.
- Kibtyah, M., Naqiya, C., Niswah, Z., & Dewi, S. P. R. (2023). The Impact of Online Game Addiction on Adolescent Mental Health and Its Treatment in Islamic Counseling. *Counseling As Syamil*, 03(1), 25–38.
- Kurnada, N., & Iskandar, R. (2021). Analysis of the Level of Online Game Playing Addiction to Elementary School Students. *Basicedu Journal*, 5(6), 5660–5670. <https://doi.org/10.31004/basicedu.v5i6.1738>
- Latumahina, F., Natalia, L., Sembiring, B., Suhardi, D., Academic, P., First, P., & Second, P. (2020). The Relationship Between Online Game Addiction and Academic Achievement of S1 Nursing Student Program Students Achievements of Nursing Student Program. *Repository Stikes Jayapura*, 1–12.
- Lebho, M. A., Lerik, M. D. C., Wijaya, R. P. C., & Littik, S. K. A. (2020). Online Game Addiction Behavior Reviewed from Loneliness and the Need for Affiliation in Adolescents. *Journal of Health and Behavioral Science*, 2(3), 202–212. <https://doi.org/10.35508/jhbs.v2i3.2232>
- Makatita, F., Maria, L., & Dafir, A. (2022). The relationship between online game addiction and learning motivation in junior high school students. 4(1), 25–36.
- Mardhatillah, F., Dwi Wardhani, J., & Sunaryo, I. (2023). Language Development in Early Childhood 5-6 Years Post-Covid-19. *Murhum : Journal of Early Childhood Education*, 4(2), 886–898. <https://doi.org/10.37985/murhum.v4i2.368>
- Mertika, M., & Mariana, D. (2020). Fenomena Game Online di Kalangan Anak Sekolah Dasar. *Journal of Educational Review and Research*, 3(2), 99. <https://doi.org/10.26737/jerr.v3i2.2154>
- Munthe, L. S., & Pasaribu, L. H. (2023). The Influence of Students' Interest and Learning Motivation on Mathematics Learning Achievement. *Journal of Scholars: Journal of Mathematics Education*, 7(2), 1321–1331. <https://doi.org/10.31004/cendekia.v7i2.2087>
- Musbit, B., Matulesy, A., & Rini, A. P. (2022). Loneliness and the tendency to addiction to online games with fear of missing out (fomo) as a moderator variable. *University Repository* 17 August 1945, 1(2), 1–9.
- Prastiwi, F. K. and F. (2020). The Relationship Between Online Game Addiction and Sleep Quality in Junior High School Students 02 Gondangrejo. *Faculty of Health Sciences, Kusuma Husada University, Surakarta*.
- Putri, M. Y., Yuliana, Y., Yulastri, A., Erianti, Z., & Izzara, W. A. (2023). Review article: The Impact of Gaming Addiction on Mental Health. *West Science Journal of Psychology and Counseling*, 1(05), 291–303. <https://doi.org/10.58812/jpkws.v1i05.827>
- Putri, S. A. R., Rahmawati, R., & Dalimunthe, R. Z. (2022). Profile of Online Game Addiction in Elementary School Students and Its Implications for Guidance and Counseling Programs. *Journal of Guidance and Counseling Ar-Rahman*, 8(2), 134. <https://doi.org/10.31602/jbkr.v8i2.9032>
- Rahyuni, R., Yunus, M., & Hamid, S. (2021). The Effect of Online Games on Learning Motivation and Learning Achievement of Elementary School Students in Pammana District, Wajo Regency. *Bosowa Journal of Education*, 1(2), 65–70. <https://doi.org/10.35965/bje.v1i2.657>
- Siagian, E. (2022). The Relationship between Online Game Addiction and School-Age Children's Interest in Learning during the Covid-19 Pandemic. *Journal of Basicedu*, 6(4), 7593–7599. <https://doi.org/10.31004/basicedu.v6i4.3090>
- Tampi, G., Tucunan, A. A. T., & Korompis, G. E. C. (2023). The Relationship Between Online Game Playing Habits and Family Support with Learning Motivation in Students at SMP Negeri 1 Tumpaan, South Minahasa Regency. *Journal of Public Health*, 12, p.
- Theresia, E., Setiawati, O. R., & Sudiadnyani, N. P. (2019). The Relationship Between Online Game Addiction and Learning Motivation in Junior High School Students in Bandar Lampung City in 2019. *PSYCHE: Journal of Psychology*, 1(2), 96–104. <https://doi.org/10.36269/psyche.v1i2.103>