

## Analyze The Student's Behaviour, Addicted to Mobile Legend Online Game (MOBA)

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**Abstract:** This study's objectives are 1) to determine the symptoms of students addicted to the Mobile Legends online game (MOBA). 2) to know the factors that influence students' addiction to the MOBA game. 3) to know the impact of addiction to the MOBA game on students. 4) Finding the role of self-management techniques to reduce MOBA game addiction. This research is qualitative with the type of case study research. The research subjects were two students who complained about the legendary mobile online game. The research instruments used were interviews, observation and documentation. The results showed 1) There are several symptoms of the students who are addicted to MOBA games; 2) Factors affecting students addicted to online games, namely: a) the existence of rewards, feedback on games b) reduce boredom c) eliminate stereotypes of loneliness d) social inability for addicted players e) low self-esteem and self-efficacy f) virtual environment. 3) The impact caused by online game addiction behaviour. 4) Efforts made by the teacher: a) Using an individual counselling approach, b) Conducting home visits.

**Key Words:** student's behavior, addiction, online game, addicted to MOBA

**Abstrak:** Tujuan penelitian 1) mengetahui gejala-gejala siswa kecanduan *game online Mobile Legend*. 2) mengetahui faktor yang mempengaruhi siswa kecanduan *game online Mobile Legend*. 3) mengetahui dampak kecanduan *game online Mobile Legend* terhadap siswa. 4) peranan teknik pengelolaan diri untuk mengurangi kecanduan *game online Mobile Legend*. Penelitian ini adalah kualitatif dengan jenis penelitian studi kasus. Subjek penelitian yakni 2 orang siswa kecanduan *game online mobile legend*. Instrumen penelitian digunakan adalah wawancara, observasi dan dokumentasi. Hasil penelitian menunjukkan 1) Terdapat beberapa gejala yang dialami oleh siswa yang kecanduan *game online* 2) Faktor mempengaruhi siswa kecanduan *game online* yakni: a) adanya *reward, feedback* pada *game* b) mengurangi rasa bosannya c) menghilangkan *stereotype* rasa kesepian d) ketidakmampuan bersosial bagi pemain yang kecanduan e) rendahnya *self esteem* dan *self efficacy* f) lingkungan virtual. 3) Terdapat dampak yang ditimbulkan akibat perilaku kecanduan *game online*. 4) Upaya yang dilakukan oleh guru yakni: a) Menggunakan pendekatan konseling individu, b) Melakukan kunjungan rumah.

**Kata kunci:** perilaku, siswa, kecanduan, *game online, mobile legend*

## INTRODUCTION

Addiction studies have conducted in the context of hedonic technology, with social networking sites and online games being the most popular research focus (Lee, Cheung, Chan 2021). For example, online game addiction is increasingly happening. The World Health Organization WHO (2019) defines *online game addiction* as a mental disorder included in the International Classification of Diseases (ICD-11). This problem has an impact such as interference with control over the game, which increases the priority of playing in games than other activities. This behaviour becomes ordinary even though it ends up having negative consequences on him. A study shows that online game addiction is more common in adolescents (Brand, Todhunter, & Jervis, 2017); (Jordan & Andersen, 2017); González (2018) reveals that internet gaming distraction is an increasingly common disorder, which can have a severe impact on young people. The condition is due to the easy and affordable costs of accessing online games, so that one of the factors that can cause players to become addicted, plus the existence of a smartphone, can be used as capital to access online games without restrictions.

The case occurred on Thursday, January 18, 2018, in class VIII at a state junior high school in Bantaeng Regency. Two students were playing online games secretly or without the subject teacher's knowledge during the learning activities. This incident can occur because students are not controlling using gadgets to give students the freedom to play the type of game they like. After all, schools do not impose a ban on bringing smartphones to school. Also, internet access is currently not limited to urban areas only but has reached remote areas. Male students dominate online game users, and most of them are students while taking a break in the canteen. It is not uncommon to even find those who play online games while studying. The facts about the phenomenon of addiction to playing online games that did not recognize the time the researcher saw it at a State Junior High School in Bantaeng Regency. Researchers observed several students having fun playing online games via smartphones during the lesson.

Also, interviews with two students on Wednesday, February 7 2018, revealed that if

playing games, they think that online games are meaningful and valuable in their lives because by playing online games, they feel happy (Dasar, 2014). Also, online games harm students addicted to online games, such as less familiarity with friends, life, and conflicts with other online game players. The initial cause of students experiencing addiction to playing online games was introducing online games by their friends; these students began to feel satisfied with the game's features. Students claim to be happy when playing online games, and if they do not play in a day, students feel that something fulfilled in themselves. Meanwhile, these students often face conflicts when playing online games, either among players or disappointed with disappointing gaming facilities from an error-free internet network. Conflict with students can also sometimes happen to themselves because caused students consider being burdened for them when playing games, such as piling up schoolwork, a very long time at school ends, and other things that disturb the or mood. students.

The phenomenon of playing online games in Indonesia has become a favourite for teenagers. Many people say that the presence of games is not only detrimental, but online games have received a tremendous welcome, especially for teenagers (Asmiati, 2020); (Granic & Lobel, 2014). By playing online games, these millennial teenagers can make new friends from various places and develop their ability to organize groups.

This phenomenon of playing online games among teenagers is fun, challenging, eliminates boredom and makes users curious. It impacts the user to play continuously. Based on this, online game users in Indonesia for products from Lyto have reached 6 million users (Syahran, 2015). Teenagers are pretty frequent and more prone to online game addiction than adults. Adolescence like this is in an instability phase, tends to get caught up in things that are considered new (Jordan & Andersen, 2017).

Teens addicted to online games tend to be less enthusiastic about doing other activities, feeling restless when they cannot play online games (Jannah, Mudjiran, & Nirwana., 2015). Adolescents who frequently access internet networks generally have difficulty socializing in the real world. An indifferent attitude,

not having the desire to mingle with society are the visible characteristics of adolescents addicted to online games (Sandy & Hidayat, 2019); (Griffiths, Kuss, & King, 2012).

Furthermore, King & Potenza (2019) stated that Teenagers are one of the most diligent online digital entertainment consumers, especially video games and related online activities (for example, live streaming, eSports broadcasts). Global research data shows that a large proportion of teens reported using games last year on a variety of devices, including personal computers, laptops, consoles and, as technology has become increasingly sophisticated, smartphones.

Various facts have described explaining online game addiction. The roles of various circles and disciplines are needed to overcome and prevent online game addiction for teenagers or students. The majority of online game addiction victims are teenagers or students, thus demanding counselling teachers at school in handling them. A practical alternative given to reduce online game addiction in students is the behavioural counselling approach. The behavioural approach has several techniques, techniques that can be applied, namely, self-management techniques. Through this technique, students can solve and resolve the problem if they can conduct the technique effectively. This technique can also highlight one's self-image and self-confidence, increase learning abilities, and help someone achieve achievements. Trought addiction online games in students can be overcome.

Furthermore, according to Komalasari (2011), Cognitive-behavior therapy (CBT) is one of the directive counselling flow techniques proposed by Williamson with modified cognitive techniques. Self-management is a model in cognitive-behaviour therapy. Self-management or self-management is a behaviour-changing pattern strategy for counselees in directing their behaviour change with a therapeutic technique.

Also, Pande & Marheni (2015); Rahman & Nursalim (2021) stated that students addicted to online games would be prone to decline learning achievement. The learning achievement decreased if the online game addiction variable score has increased, then the variable score is,

on the contrary, if the learning achievement variable score will increase. Learning achievement is related to online game addiction because it makes students accustomed to dynamic stimuli as found in the online game so that when faced with a blackboard and books that provide a motionless stimulus (monotone colour), it will feel boring for students. Online games for addicted students prioritize playing more than learning time. Conversely, much time spent in the online environment leads to game addiction (Durak, 2019). Also, online games can create a distractor to reduce student motivation. Vony (2020) found that online game addiction, which is getting heavier, will reduce student motivation.

Furthermore, the results of research conducted by Virlia & Setiadji (2017); Sandy & Hidayat (2019) stated that there is a relationship between social skills in early adulthood and addiction to playing online games. The elements of online game addiction that tend to be high are coping because most respondents play online games as a stress reliever and an outlet for the problems. In the social skills component, aspect elements tend to be high.

Masya & Candra (2016) conducted previous research regarding online game describes the factors that cause teenagers to prefer online games. While this research describes causal factors, there are other aspects, namely the symptoms of students who are addicted to online games, the impact that can arise due to online game addiction, and how counselling teachers try to reduce addictive behaviour to online games.

## **METHOD**

This research is qualitative with a case study method. The research conducted at SMP Negeri 2 Bantaeng. The consideration of choosing this location because students were experiencing online game addiction, especially MOBA. Indicators of addiction are the students play games without control, both while studying in class and during breaks. Students play games for at least 4 hours a day. The students play online games using cellphones. This research focused on the characteristics, causal factors, and impacts of students addicted to the school's MOBA game.

The alternative solutions related to the misinterpretation between the writer and the reader, it is necessary to give restrictions on each focus in this study, namely: 1) Characteristics or characteristics of online game addiction, namely; a) only thinking about games, b) activities only games, c) getting pleasure, d) conflict with people around, e) conflict with oneself, f) there is a satisfaction effect, g) displeasure when not playing games, h) there is a repeat of the addiction with the same pattern. These aspects used to determine addiction to playing online games because this aspect is suitable for revealing addiction to playing online games in adolescents or students who are addicted to online games. 2) The factors that cause addiction to play online games are, for example, appreciation, feedback on games, which can reduce boredom in real life, eliminate triggers for loneliness, social difficulties for addicted players, low self-esteem and self-efficacy, and virtual environments 3) online games have an impact on learning, health, social, physical and psychological aspects. Furthermore, there are positive impacts of online games, such as increasing the level of play, improving reading skills, increasing the spontaneity of hand and eye coordination, the ability to type, knowing about computers, and speaking English. Meanwhile, online games' adverse effects include wasting time spending money, addiction causes, neglected real-world activities, unconscious lifestyles, and triggers negative behaviour.

The primary data and secondary data required in this research are qualitative. Primary data is data obtained from interviews with informants. Meanwhile, secondary data results from documentation and observation results before and after being in the research location. Filtering primary data was taken directly through informants. Researchers determine informants in their research based on their abilities and knowledge in providing information related to problems with the research objectives. Through informants, researchers can make observations, interviews, and study documentation. So that in this study, there are parents, peers who become a source of data for students who experience addiction to the legendary mobile online game at the research location school. This study used data collection techniques consisting of interviews,

observations, and documentation to obtain the required data. The data analysis stages in this study include; 1) data reduction, 2) data presentation, 3) data verification. Also, checking the validity of data is the most critical stage in this type of qualitative research because it greatly determines the level of confidence in triangulation and member checks from the research results.

## RESULT AND DISCUSSION

In general, the research findings at the research location described as follows:

1. Symptoms of students who are addicted to online games at SMP Negeri 2 Bantaeng Based on the findings at the research location, regarding the symptoms of online game addiction in students at SMP Negeri 2 Bantaeng regarding, namely:
  - a. Cognitive salience (only thinking about games) that the subject always thinks about games, both at home and school, free time is used to play games.
  - b. Behavioural salience (game only activity) that these students usually spend approximately 7 hours a day, even if weekends or other holiday times are more than that.
  - c. Euphoria (get pleasure) that the student feels happy and excited when playing online games and vice versa feel less enthusiastic if not playing games.
  - d. External conflict (conflict with people around) that the student, when playing games, does not want to be disturbed. If he feels disturbed, he sometimes gets angry and even quarrels because he is disturbed.
  - e. Internal conflict (conflict with oneself) where the student does not feel burdened by schoolwork and rarely does schoolwork at home, even more neglecting doing school work because he plays games.
  - f. Tolerance (the use of time to play the game continues to increase) that the student feels very curious and feels dissatisfied if he does not complete one level of the game so that the intensity of playing continues to increase, while in

- online games, the higher the level of play the higher the level of difficulty so that the more time used to finish the game.
- g. Withdrawal symptoms (effect of reduced intensity of playing games): The student sometimes feels dizzy and stressed, even usually angry or bad mood, and lacks enthusiasm.
  - h. Relapse and reinstatement (there is a repetition of addiction with the same pattern) that the student, knowing how to play online games until now, has never stopped playing games at all.
2. Factors Affecting students' online game addiction at SMP Negeri 2 Bantaeng are:
    - a. There are rewards, feedback from games, such as not wanting to get prizes while playing games, but these students play games to get fun and satisfaction and make friends.
    - b. Reducing their boredom in real life means that they play online games continuously because playing games can get rid of their boredom.
    - c. Get rid of stereotypes of loneliness. They continue to play games because they can get rid of feelings of loneliness.
    - d. Social inability for addicted players means that these students cannot socialize because they prefer to play online games rather than group work or hang out with friends while telling stories.
    - e. The low self-esteem and self-efficacy of these students consider playing online games to be part of their life.
    - f. Virtual environment makes students enthusiastic and excited and feels he has the challenges of life.
  3. The impact on student achievement who are addicted to online games at SMP Negeri 2 Bantaeng Based on the discussion of the research results above, the findings of the research results regarding the negative impact of students who are addicted to online games, the research subject with the initials NS, among others, lazy doing assignments, low report cards, feeling weak and lacking enthusiasm when waking up in the morning, and sometimes emotionally unstable low enthusiasm for study.
  4. Efforts Made by Counseling Guidance Teachers to Reduce Online Game Addiction in Students at SMP Negeri 2 Bantaeng. Guidance and Counseling teacher efforts to overcome online game addiction in two students at SMP Negeri 2 Bantaeng, among others:
    - a. Using an individual counselling approach to these students. Individual counselling is an approach used by counselling teachers in the subject's school to intervene in online game addiction, and the counselling process conducted through applying self-management techniques.
    - b. Conduct home visits to build cooperation with parents of students in overcoming online game addiction. In addition to counselling interventions, counselling teachers have also conducted home visits to build cooperation in handling online game addiction with the family.

The results of Yee's (2002) research show that indicators of online game addiction include

    1. Gaming activity dominates a person's thoughts and behaviour, dominates the mind level towards gaming activities,
    2. Online games dominate behaviour,
    3. Feels happy when doing gameplay activities,
    4. Conflicts that arise against oneself with those around them about the level of excessive social behaviour,
    5. Conflicts that arise and conflicts of communication with the people around them,
    6. Activities playing online games continue to experience a significant increase within a certain period to get the effect of satisfaction, feeling bored when not doing gaming activities,
    7. Addiction to playing games will repeat or even become uncontrolled even though years have disappeared because of the tendency to repeat the initial pattern behaviour. All indicators make students cannot stop playing the game.

This study's results are in line with the results of research by Santoso & Purnomo (2017); Nirwanda & Ediaty (2017) related the progressive negative relationship between online game addiction and social adjustment in adolescents. The Statement means that their low

social adjustment skills are due to the high adolescent addiction to games. Research by Kurniawan (2017); Rahman & Nursalim (2021) show that dependence on playing online games impacts academic procrastination behaviour to affect academic achievement. The impacts can be seen through the significant-high intensity of students playing online games so that students tend to behave in academic procrastination. Based on this, it is necessary to implement efforts to suppress students' high academic procrastination behaviour. One effort that can be made in controlling the intensity of playing online games.

Dinata & Risdayati (2017) stated that playing online games makes them feel bound to play, becomes an obligation every time. It takes efforts to control, minimize, or stop playing online games. However, it does not work because they feel saturated, restless, Moody, even depressed, or irritable when trying to reduce or stop playing online games.

Based on Yarasani, Shaik, & Myla (2018) suggest, game disorders are on the rise, which has caused students to experience psychosocial disorders, anxiety, depression, mood disorders, sleep disorders, headaches, lack of social activities, and disruption in education. So, now is the time to regulate the use of electronic devices, the internet and video games.

Furthermore, Torres, Griffiths, Carbonell & Oberst (2018) found the PIPATIC program had a significant positive effect on ED treatment and its comorbid disorders/symptoms, in addition to statistically significant improvements in intrapersonal and interpersonal skills and family relationships. However, it notes that standard CBT has a significant positive effect in ED treatment, but the associated reduction of most comorbid disorders and improvement in other areas of life function was not statistically significant. Changing the focus of treatment and adopting an integrative focus of PIPATIC treatment (including addiction, comorbid symptoms, intrapersonal and interpersonal abilities, and family psychotherapy) results in a more significant increase in facilitating adolescent behaviour change ED-focused therapy. itself (i.e., CBT). "

## CONCLUSIONS AND DISCUSSIONS

Based on the research finding regarding the analysis of the behaviour of students who are addicted to online games, the conclusions of this study consist of:

1. The symptoms of students who are addicted to online games at SMP Negeri 2 Bantaeng are;
  - a. cognitive salience that students always think about games, use their spare time to play games, both at home and school.
  - b. behavioural salience that students usually spend approximately 7 hours a day, even if weekends or other holidays are more than that.
  - c. euphoria that students feel happy and excited when playing online games, and vice versa feel less enthusiastic if they do not play games.
  - d. external conflict where students, when they are playing games, do not want to be disturbed, when they feel disturbed, get angry and even have quarrels because they are disturbed when playing games.
  - e. internal conflict in which students do not feel burdened by schoolwork and rarely do school work at home, even ignoring the intensity of the play continues to increase, while in online games, the higher the level of the game, the higher the level of difficulty so that more time to complete the game.
  - f. Withdrawal symptoms that students sometimes feel dizzy and stressed, even usually angry or destructive, lack enthusiasm.
  - g. relapse and reinstatement that students from knowing and knowing how to play online games until now have never stopped playing games at all.
2. Factors affecting students' addiction to online games at SMP Negeri 2 Bantaeng include:
  - a. the existence of rewards, feedback on games such as not wanting to get prizes while playing games, but these students play games to get fun and satisfaction and make more friends.
  - b. reducing their boredom in real life means that they play online games continuously



- because playing games can get rid of their boredom.
- c. eliminating stereotypes of loneliness, they continue to play games because it can eliminate feelings of loneliness.
  - d. social inability for addicted players means that the student cannot socialize because he prefers to play online games rather than group work or hang out with friends while telling stories.
  - e. The low self-esteem and self-efficacy of these students consider playing online games to be part of their life. f) virtual environment, when it comes to online games, he is very enthusiastic and excited and feels he has life challenges.
3. The impact of online games addiction on students' learning achievement is laziness to do assignments, low report cards, feeling weak and lacking enthusiasm when they wake up in the morning, and sometimes emotionally unstable, enthusiasm for learning is low.
  4. Guidance and Counseling teacher efforts to overcome online game addiction in two students at SMP Negeri 2 Bantaeng through an individual counselling approach.
  5. Individual counselling is an approach used by a school counsellor to intervene in online game addiction.
    - a. The counselling process conducted through self-management techniques.
    - b. Conducting home visits to build cooperation with parents of students to prevent addiction to online games. In addition to counselling interventions, counselling teachers have also conducted home visits to build cooperation with parents in handling online game addiction with the subject's family.

Based on the research findings, discussion, and conclusions of this study's results, the researcher proposes the following suggestions:

1. For academics, these research results can become material for information, input and development of science, especially in guidance and counselling in seeing problems related to online game addiction.
2. For researchers, this study's results will be used as a reference or reference to

examine more deeply by following up future development efforts regarding online game addiction in students. 3. The principal, as information material, immediately deal with online game addiction in students.

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