

Description of internet gaming disorder in students

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Keywords

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Abstract

This research delves into a global phenomenon where rapid technological advancements have transformed the nature of adolescent games. Internet gaming disorder is a disorder experienced by individuals characterized by the inability to control the intensity of gaming in their daily lives. Adolescents often experience internet gaming disorder due to their preference for trying new things for personal pleasure. The type of research used in this research is quantitative with descriptive methods. The sample in this study was 286 students selected using simple random sampling techniques. Data were obtained by providing research instruments in the form of questionnaires to students. The results of the study show that the tendency of internet gaming disorder in students is generally in the low category, which means that many of the students are not indicated to have internet gaming disorder. It is influenced by environmental factors, that students who attend religious schools, make students aware of the negative impact of online gambling addiction, and also make students have high self-control so as not to become addicted to playing online games.

INTRODUCTION

Online games have experienced rapid development worldwide in recently (Sagara & Masykur, 2020). The rapid development of online games is caused by the increasing ease of internet access and the availability of devices such as laptops, personal computers (PCs), and smartphones that support playing games. In line with this, Kurniawati (2020) states that online games are popular among students due to the significant development of the globalization era and increasingly advanced technology, which can negatively impact students' academic performance. Surbakti (2017) states that online games are a type of game played within a network (either LAN or the internet). The rapid development of technology can bring changes to the forms of games played by teenagers. With the help of technology, teenagers can engage in gaming activities without having to meet their opponents face-to-face.

Based on the We are Social report, Indonesia ranks third in the world for the highest number of video game players (Databoks, 2022). Meanwhile, West Sumatra ranks fourth in Indonesia for the most frequently accessed online game content, with 29.62% (APJII, 2022). Based on a survey conducted by behavioral addiction expert Dr. Kristiana Siste (CNN, 2021), 19.3% of teenagers are addicted to the internet for playing online games and social media, with 2,933 teenagers experiencing an increase in online duration from the previous 7.27 hours to 11.6 hours per day. According to a survey conducted by APJII (2023), online games are the third most frequently visited internet content, with a ranking of 23.0%. Meanwhile, in 2022, online games were in fourth place with a percentage of 14.23% (APJII, 2022). This

indicates the possibility of an increase in the number of teenagers playing online games in Indonesia, which is concerning as it could have negative impacts if left unchecked.

When individuals play online games, they will experience both positive and negative impacts. This assumption is in line with research. Ariantoro (2016) stated that online games can improve hand-eye coordination, enhance reading skills, increase computer knowledge, and improve typing skills. Online games can also improve English language skills, enhance brain performance, reduce stress, and so on (Surbakti, 2017). Meanwhile, Syhnan (2015) states that the negative impacts of online games include a lack of socialization with the environment, forgetting real life, addiction, losing track of time, and influencing thought patterns. Additionally, one of the negative impacts of online game addiction on students is that they become aggressive. This conclusion can be proven through research conducted by Rondo et al. (2019), which states that out of 78 students, 76.9% are addicted to online games and 57.7% of them exhibit aggressive behavior. Ismi and Akmal (2020) state that online games can also cause students to neglect their study obligations at school by stealing time to play online games during class hours and often falling asleep and arriving late to school because at night students choose to play online games, claiming that the internet connection is stronger at night.

According to research from the University of Oxford, cited by Hepilita dan Gantas (2018), suggests that the ideal duration for online activities in a day is 257 minutes, or approximately 4 hours and 17 minutes. If someone is unable to control their internet usage or online gaming for an extended period (8 hours per day and at least 30 hours per week), they will be categorized as having internet gaming disorder (APA, 2013).

Internet Gaming Disorder (IGD) is a mental disorder that is currently listed in section 3 of the 5th Edition of the Diagnostic and Statistical Manual of Mental Illness (APA, 2013). IGD can be considered a behavioral addiction and has been found to be related to a number of psychological and health problems, including depression, social anxiety, fatigue, loneliness, negative self-esteem, and impulsivity (Cho et al., 2014; Choi et al., 2014; Rho et al., 2018). Mursyad et al. (2019) state that internet gaming disorder is a form of continuous online gaming usage that results in signs of cognitive and behavioral disorders, such as loss of control over the game, causing users to spend hours playing and neglecting other activities. Thus, it can be concluded that internet gaming disorder is a condition experienced by individuals characterized by the inability to control the intensity of gaming in their daily lives.

The prevalence of individuals experiencing symptoms of IGD has become a global concern (Bailey et al., 2024). Based on research conducted by Ifdil et al. (2024) it was found that Indonesia placed the average score of IGD in the first position, surpassing the average score for the whole world and placing it as the highest score worldwide. Internet gaming disorder can often be experienced by teenagers, as they are considered more vulnerable to online gaming addiction than adults. This is because teenagers prefer to try new things to achieve personal enjoyment (Mais et al., 2020). Based on the research conducted by Krisdiantoro (2021), there are teenagers in Brebes Regency who have a tendency towards severe category internet gaming disorder, amounting to 10 teenagers (17.9%). In line with that, Putri and Halimah (2022) stated that there are 27 adolescents (24%) in the high category in the city of Bandung who are indicated to have internet gaming disorder. Empirical studies have shown that IGD is more common among younger persons, particularly those aged 16–21 years, compared to adults (Ambreen et al., 2024). Thus, it can be concluded that adolescents are more vulnerable to experiencing internet gaming disorder.

Internet gaming disorder can disrupt sleep activities, damage real-life, work, socialization, education, and also relationships. Obsession with playing online games leads to aggression, relationship difficulties in real life, stress, low academic achievement, verbal memory problems, feelings of loneliness, and unhappiness. Furthermore, psychosomatic effects may occur, such as sleep problems, headaches, and digestive issues (Marlaokta & Mutiara, 2019). Meta-analyses have concluded that there are various risk factors for GD, including gender, impulsivity, depression, anxiety, stress, gaming time, escape motive

(i.e., playing videogames to avoid facing everyday problems and difficulties), and low self-esteem (Király et al., 2022; Ropovik et al., 2023).

This phenomenon suggests the existence of internet gaming disorder in adolescents. Furthermore, it contributes to the literature on preferences regarding IGD among various individuals and groups. This study is expected to enrich the understanding of IGD in the context of students in Indonesia.

METHODS

The method used in this research is a quantitative method with a descriptive research type. The sample in this study was selected using a simple random sampling technique. The sample in the study was 286 students of MAN 2 Padang.

Table 1 <Research Sample>

Detailed demographic data	Description	F	%
Gender	Male	122	42.7
	Female	164	57.3
	Total	286	100
Ethnic	Minang	255	89.2
	Java	15	5.2
	Batak	4	1.4
	Melayu	3	1.0
	Sunda	1	0.3
	Others	8	2.8
	Total	286	100
	Total mobile phones	1	245
2		30	10.5
3		2	0.7
>4		5	1.7
None		4	1.7
Total		286	100
Duration of Playing Games	<1 h	126	44.1
	1-3 h	118	41.3
	3-6 h	33	11.5
	>6 h	9	3.1
	Total	286	100
Father's Occupation	Civil Servant	49	17.1
	Army/Police	15	5.2
	Farmers	20	7.0
	Artist	1	0.3
	Entrepreneur	12	4.2
	Self-employed	75	26.2
	Labor	51	17.8
	Others	63	22.0
	Total	286	100
Mother's Occupation	Civil Servant	58	20.3
	Farmers	3	1.0
	Entrepreneur	7	2.4
	Self-employed	13	4.5

Detailed demographic data	Description	F	%
Parents' Monthly Income	Labor	2	0.7
	Housewife	179	62.6
	Others	24	8.4
	Total	286	100
	<1 m	39	13.6
	1-3 m	104	36.4
	3-5 m	82	28.7
	5-10 m	45	15.7
	16-20 m	9	3.1
	20-25 m	3	1.0
	26-30 m	2	0.7
	>50 m	2	0.7
	Total	286	100

RESULTS AND DISCUSSIONS

Based on the data processing that has been carried out, the research results can be described as follows:

Table 2 <Distribution and Percentage of Internet Gaming Disorder (N=286)>

Category	Interval	F	%
Very High	>152	0	0.0
High	123 – 152	5	1.7
Currently	94 – 122	125	43.7
Low	65 – 93	149	52.1
Very Low	<65	7	2.4
Total		286	100

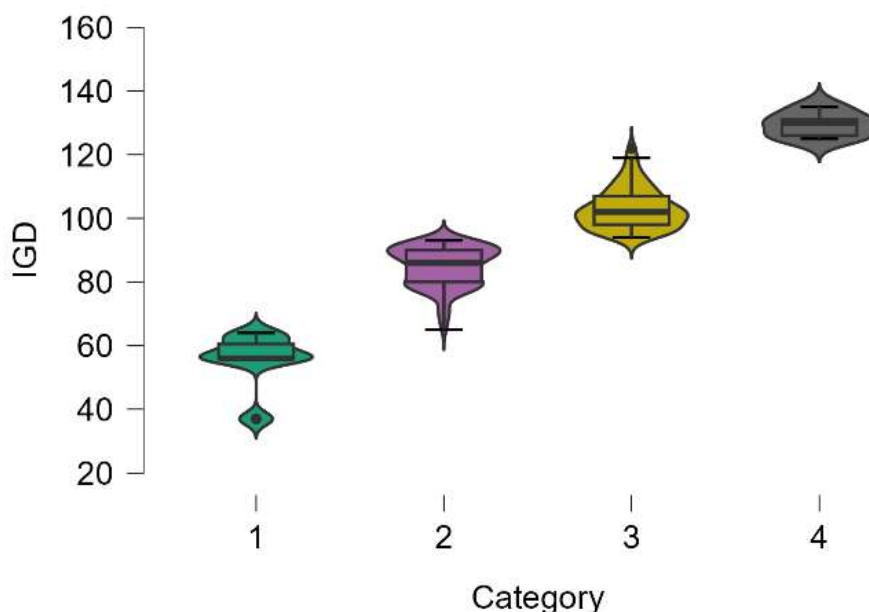


Figure 1 <Boxplots of Internet Gaming Disorder Overall>

Based on table 2 and figure 1, it can be seen that internet gaming disorder among students is generally in the low category, with 149 individuals, accounting for 52.1%. Meanwhile, there are still

students in the moderate category, totaling 125 people with a percentage of 43.7%. So, it can be concluded that generally, the tendency for students to have internet gaming disorder is in the low category. This indicates that only a small number of students have a tendency towards internet gaming disorder, influenced by environmental factors. Students attending religious-based schools are more aware of the negative impacts of online gaming addiction and tend to have high self-control to avoid becoming addicted to online gaming.

This is in line with Wan and Chiou (Anggarani, 2015), there are several reasons why someone is attracted to online games, namely because games serve as a medium to achieve pleasure, entertainment, emotional coping, seeking challenges, and escaping from reality.

The causes of the emergence of internet gaming disorder tendencies are: (1) media as an "escape"; (2) mood modification; (3) friendship relationships; (4) personality characteristics; (5) genetic and physiological factors; and (6) environment (Anggarani, 2015).

Internet gaming disorder in terms of salience

The results of the analysis of students' internet gaming disorder descriptions based on the salience aspect can be seen in the table below.

Table 3 <Frequency Distribution and Percentage of Internet Gaming Disorder among Students Based on Salience Aspect>

Category	Interval	F	%
Very High	>37	0	0.0
High	30 – 36	54	18.9
Currently	23 – 29	133	46.5
Low	16 – 22	83	29.0
Very Low	>16	16	5.6
Total		286	100

Based on the analysis conducted, it can be determined that students' internet gaming disorder based on the aspect of salience falls into the "moderate" category with an achievement percentage of 46.5%. This means that there are students who, when they have spare time, prefer to play games. This is because students who attend school from morning to afternoon feel boredom, which leads them to use their spare time to play online games. This is in line with the opinion of Rafiudin et al. (2020) who stated that playing online games is a form of entertainment to relieve fatigue, which is expected to reduce the level of boredom experienced by students in their studies.

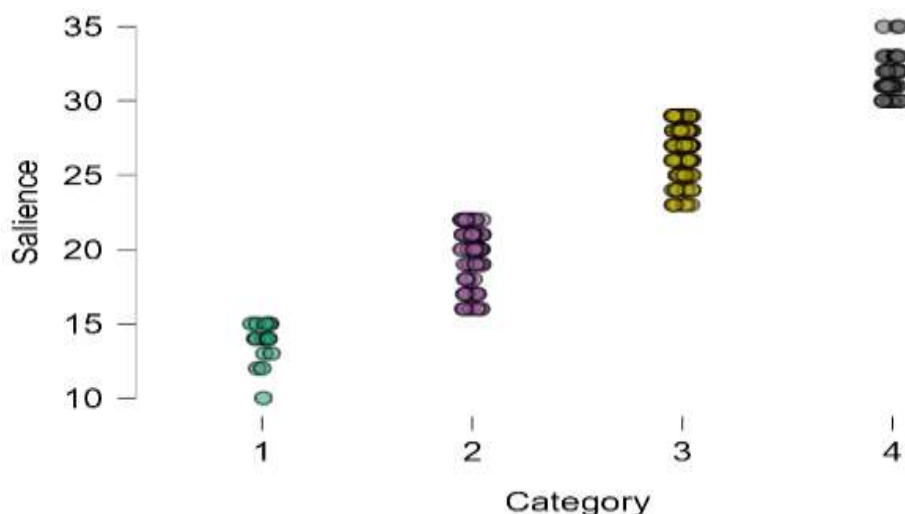


Figure 2 <Boxplots of Internet Gaming Disorder in Terms of Salience>

Internet gaming disorder in terms of tolerance

The results of the analysis of students' internet gaming disorder descriptions based on the aspect of tolerance can be seen in the table below.

Table 4 <Frequency Distribution and Percentage of Internet Gaming Disorder among Students Based on the Aspect of Tolerance>

Category	Interval	F	%
Very High	>25	3	1.0
High	20 – 25	80	28.0
Currently	15 – 19	167	58.4
Low	10 – 14	35	12.2
Very Low	<10	1	0.3
Total		286	100

Based on table 4 and figure 3, it can be determined that students' internet gaming disorder in terms of the aspect of tolerance falls into the "moderate" category with a percentage of 58.4%. This indicates that students find it difficult to control the duration of their gaming, as many students become so focused on the game once they start playing that it becomes challenging to stop the online gaming activity. As explained by Masya and Candra (2016), someone who is unable to control the duration of their gaming will find that the duration increases over time because gamers will not stop playing until they feel satisfied.

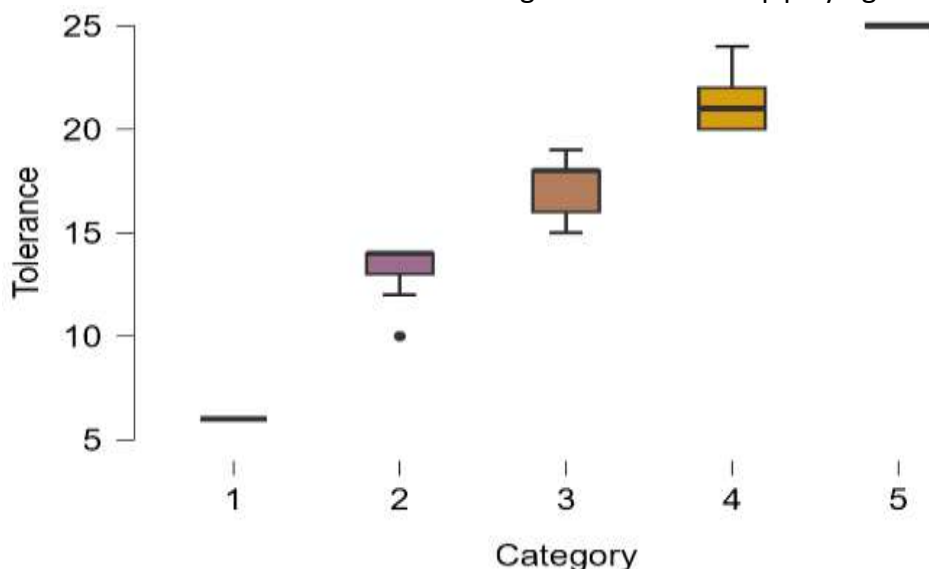


Figure 3 <Boxplots of Internet Gaming Disorder in Terms of Tolerance>

Internet gaming disorder in terms of mood modification

The results of the analysis of students' internet gaming disorder descriptions based on the mood modification aspect can be seen in the table below.

Table 5 <Frequency and Percentage Distribution of Internet Gaming Disorder among Students Based on Mood Modification Aspect>

Category	Interval	F	%
Very High	>30	4	1.4
High	24 – 29	29	10.1
Currently	18 – 23	97	33.9
Low	12 – 17	105	36.7
Very Low	<12	51	17.8
Total		286	100

Based on table 5 and figure 4, it can be determined that students' internet gaming disorder based on the aspect of mood modification falls into the "low" category with a percentage of 36.7%. This indicates that students do not feel the influence of online games related to their mood. Because students who study religion every day will have high religiosity. Someone who has high religiosity will have high self-control. This is in line with Khairunnisa (2013) opinion, which states that there is a significant relationship between religiosity and self-control in adolescents.

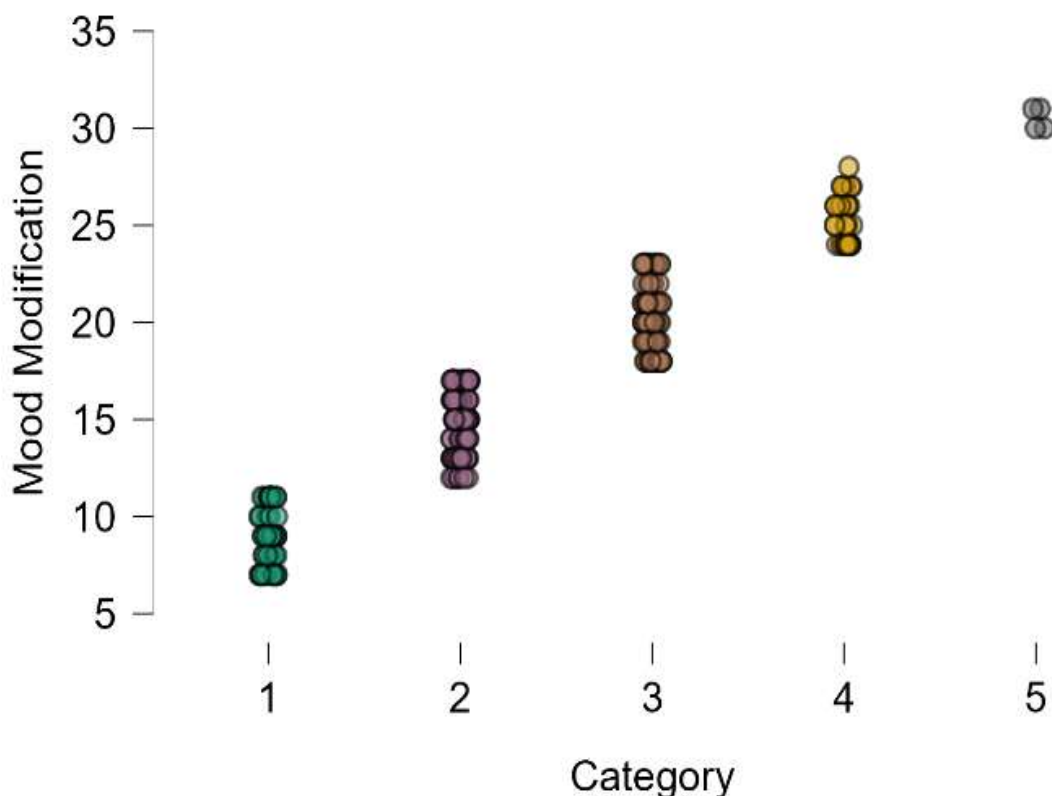


Figure 4 <Boxplots of Internet Gaming Disorder in Terms of Mood Modification>

Internet gaming disorder in terms of withdrawal

The results of the analysis of students' internet gaming disorder descriptions based on the withdrawal aspect can be seen in the table below.

Table 6 <Frequency and Percentage Distribution of Internet Gaming Disorder Among Students Based on Withdrawal Aspect>

Category	Interval	F	%
Very High	>16	6	2.1
High	13 – 16	21	7.3
Currently	10 – 12	90	31.5
Low	7 – 9	129	45.1
Very Low	<7	40	14.0
Total		286	100

Based on the analysis conducted, it can be determined that students' internet gaming disorder based on the withdrawal aspect falls into the "low" category with a percentage of 45.1%. This indicates that only a small number of students experience physical or psychological disturbances when they cannot play online games. As previously explained, students with high self-control will be able to manage their gaming activities (Khairunnisa, 2013) so gaming activities will not affect their physical or psychological well-being.

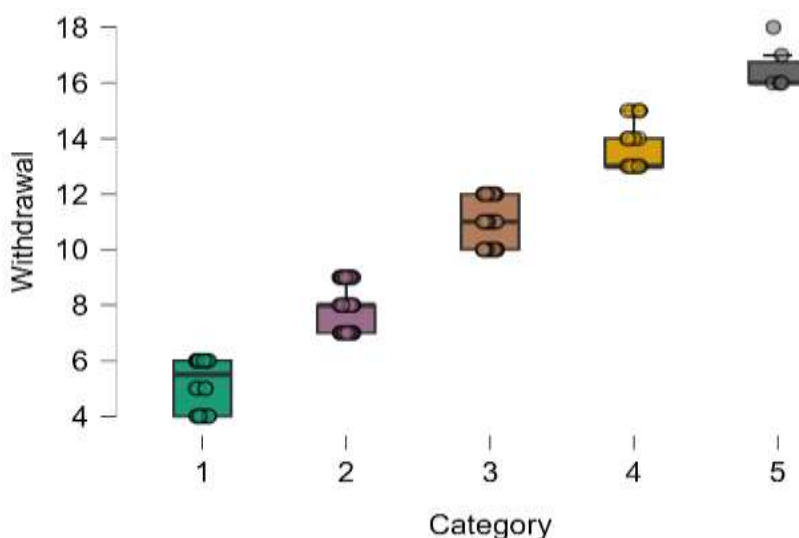


Figure 5 <Boxplots of Internet Gaming Disorder in Terms of Withdrawal>

Internet gaming disorder in terms of relapse

The results of the analysis of students' internet gaming disorder descriptions based on the relapse aspect can be seen in the table below.

Table 7 <Frequency and Percentage Distribution of Internet Gaming Disorder among Students Based on Relapse Aspects>

Category	Interval	F	%
Very High	>21	0	0.0
High	17 – 21	27	9.4
Currently	13 – 16	137	47.9
Low	9 – 12	111	38.8
Very Low	<9	11	3.8
Total		286	100

Based on table 7 and figure 6, it can be determined that students' internet gaming disorder based on the aspect of relapse falls into the "moderate" category with a percentage of 47.9%. This indicates that students are significantly affected by online games in relation to relapse. When students have stopped playing games but always feel the urge to play again, they feel like they have failed when trying to reduce their gaming (Pirantika & Purwanti, 2017).

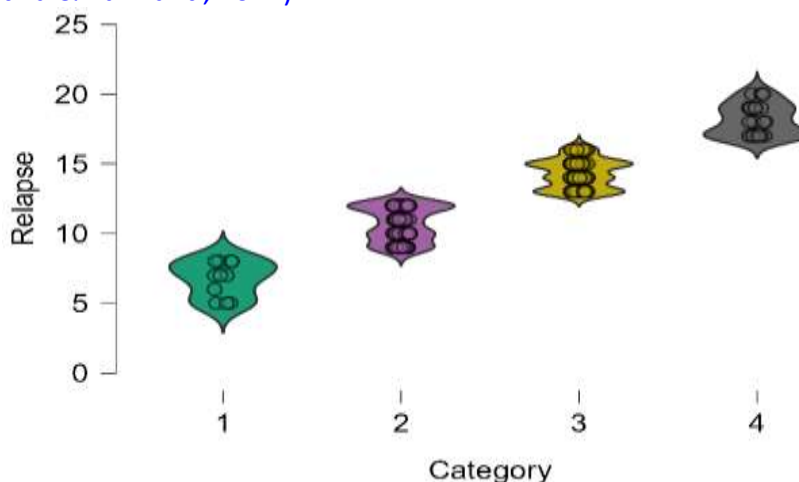


Figure 6 <Boxplots of Internet Gaming Disorder in Terms of Relapse>

There are many students who are interested in playing games due to the influence of their surroundings, such as being invited by friends. In line with this, Wiguna and Herdiyanto (2018) state that one of the efforts a teenager makes to remain accepted by their group is to follow their friends' invitations to participate in certain activities or trends that their friends are doing or following.

Internet gaming disorder in terms of conflict

The results of the analysis of students' internet gaming disorder descriptions based on the conflict aspect can be seen in the table below.

Table 8 <Frequency and Percentage Distribution of Internet Gaming Disorder Among Students Based on the Conflict Aspect>

Category	Interval	F	%
Very High	>21	3	1.0
High	17 – 21	10	3.5
Currently	13 – 16	72	25.2
Low	9 – 12	137	47.9
Very Low	<9	64	22.4
Total	286	100	

Based on table 8 and figure 7, it can be determined that students' internet gaming disorder based on the conflict aspect falls into the "low" category with a percentage of 47.9%. This indicates that only a small number of students experience interpersonal or intrapsychic conflicts due to online games. This is because students who are equipped with religion every day will have a higher level of religiosity. High religiosity causes a person to also have high emotional maturity. This is in line with the opinion of (Sari, 2021) which states that there is a relationship between religiosity and emotional maturity. Someone who is emotionally mature will be able to control their emotions, thus maintaining good interactions with their surroundings.

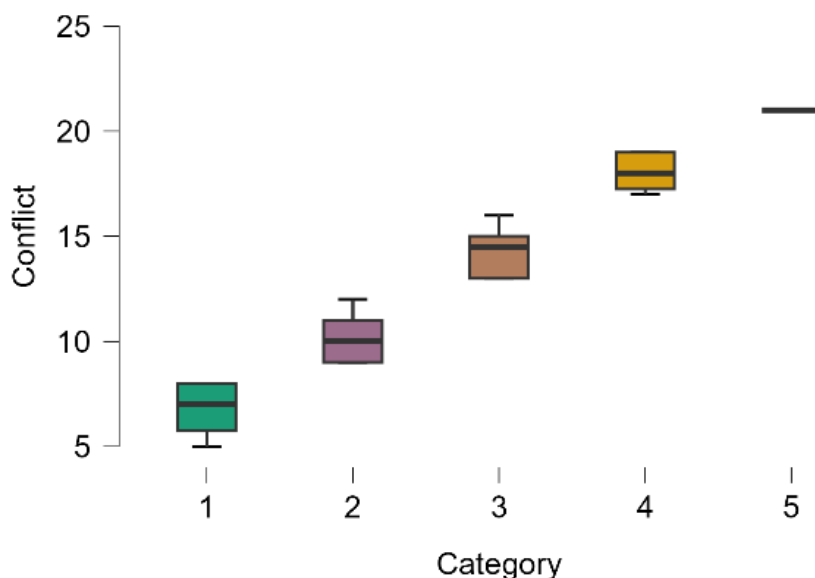


Figure 7 <Boxplots of Internet Gaming Disorder in Terms of Conflict>

Implications in Guidance and Counseling

Guidance and counseling are processes of assistance or support provided by counselors to individuals through face-to-face meetings or reciprocal relationships between the two, so that individuals have the ability or skill to see and identify their problems and are able to solve their own problems

(Ramdani et al., 2020). School counselors are some of the educators tasked with providing guidance and counseling services to students, aiming to help them reduce and eliminate internet gaming disorder.

Based on the research results conducted by the researcher, there are several services that can be provided by school counselors related to internet gaming disorder in students as follows: (1) Individual counseling services: Individual counseling is one of the services in guidance and counseling provided to address the problems experienced by the counselee (Abdi & Karneli, 2020). School counselors can provide individual counseling services to students who are addicted to online games to help them change their habits toward more beneficial activities. (2) Information services: Prayitno (in Fitri, Neviyarni & Ifdil, 2016) stated that information services are services that aim to meet the individual's lack of information they need. The guidance counselor must have a broad understanding of resolving the problems faced by students, especially issues related to online game addiction. Such as understanding what online games are and their impacts so that they can provide information services to students. (3) Group counseling services: Wulandari et al. (2022) state that group counseling is a process of assisting individuals in a group setting that is preventive and therapeutic in nature, aimed at facilitating their development and growth. Group counseling using self-management techniques can reduce online gaming addiction among students (Rizai, 2021).

CONCLUSIONS

Based on the findings and discussion of the research results on the condition of internet gaming disorder among students, it is concluded that internet gaming disorder among students is generally in the low category. This is influenced by environmental factors, as students who attend religious-based schools become aware of the negative impacts of online gaming addiction and also develop high self-control to avoid becoming addicted to online gaming. The limitation of this research is that the data was only taken from one school. In the next research, the sample can be expanded by collecting data from other schools, such as public or private schools. Future research can also be developed by conducting broader studies, particularly those related to internet gaming disorder among students, such as methods to reduce online gaming addiction using various counseling techniques.

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