

## Study about Online Game Addiction Junior High School Students in Kediri City

**Galang Surya Gumilang**

*Department of Guidance and Counseling, Universitas Nusantara PGRI Kediri  
E-mail: [galang\\_konselor@unpkediri.ac.id](mailto:galang_konselor@unpkediri.ac.id)*

**Abstract**—This study aims to determine: (1) online game addiction of junior high school students in Kediri City, (2) junior high school students' learning achievement, (3) and the relationship between online game addiction and learning achievement. Mixed Methods Design is used as a combination or combination of quantitative and qualitative research approaches including qualitative and quantitative data in a single study. The strategy used, namely the Congruent Embedded Strategy, is an interesting research strategy, namely in one stage of data collection, researchers are able to collect two types of data together. The results of the quantitative research show that students who are addicted to online games have 3 students (16.03%) including very high, 4 students (14.36%) including high, 13 students (41.86%) including moderate, 4 students (11.9%) is low, and 5 students (12.66%) is very low. In addition, there are 12 students who have low learning achievement, namely getting the "less" and "very poor" categories so that they get an unsatisfactory ranking. While there are 6 students who get the "enough" category and 12 other students get the "very good" and "good" categories. From these results, there is no significant relationship between online game addiction and learning achievement because the value of the hypothesis test is 0.291. On the qualitative side, from 30 students it was found that (1) His early playing online games, (2) The average time spent playing 2-4 hours, (3) His parents did not allow him to play online games, and (4) Achievement low learning.

**Keywords**— Addiction; Online Game; Learning Achievement

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**Corresponding Author:**

Galang Surya Gumilang,  
Department of Guidance and Counseling,  
Universitas Nusantara PGRI Kediri,  
Email: [galang\\_konselor@unpkediri.ac.id](mailto:galang_konselor@unpkediri.ac.id)

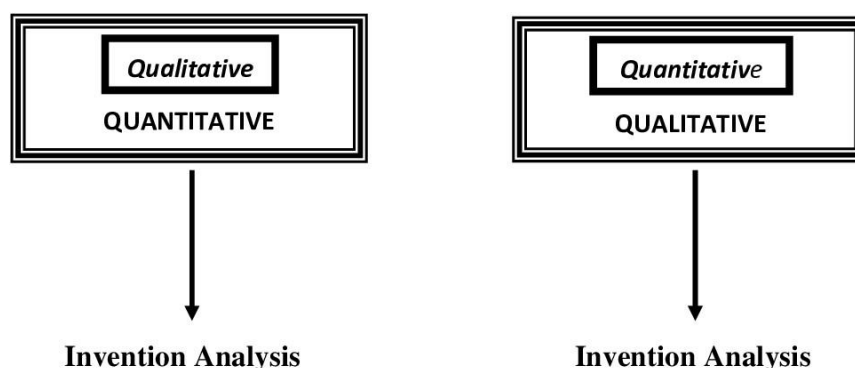


## I. INTRODUCTION

The development of online games is a result of the development of Information Technology (IT). When it first appeared in 1960, computers could only be used for two people to play games [1]. Then came computers with time-sharing capabilities so that more players could play the game and didn't have to be in the same room (Multiplayers Games) [2]. Then in 1970 when packet-based computer networking emerged, computer networks were not only limited to Local Area Networks (LAN) but also included Wireless Area Networks (WAN) and became the internet. Addiction to online games in adolescence has an influence when living everyday life [3]. The causes of online game addiction are usually influenced by peers or playmates who may have become close friends [4,5]. They choose to play online games because it has very attractive features supported by the latest technology systems such as bright graphics (AT RADEON, NVIDIA GEFORCE) and now the most advanced at this time is a powerful Intel Core i7 Processor with a large gaming capacity which makes them smitten and satisfied when playing online games [6].

## II. RESEARCH METHOD

This study was designed using a **mixed method design** as a combination or combination of quantitative and qualitative research approaches including qualitative and quantitative data in a single study [7]. The strategy used is a congruent embedded strategy because it is a mixed methods strategy that applies one-stage quantitative and qualitative data collection at the same time a mixed-methods strategy that applies one-stage quantitative and qualitative data collection at one time [8]. For clarity, here is a picture of the congruent embedded strategy:



**Figure 1. Congruent Embedded Strategy**

The research subjects were students of Junior High School in Kediri City, and experienced addiction to online games. Data was taken through two stages, namely the initial data collection

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stage quantitatively using questionnaires and qualitative supporting data collection using interview guidelines. The data were tested for hypotheses using Spearman correlation. Qualitative testing uses data reduction analysis, data presentation, and conclusion drawing. While the combined analysis, there are two stages, namely the first by separating the analysis of quantitative and qualitative data. Next, the second stage is to combine two quantitative and qualitative data. As a step in merging the data, a comparison of the data is carried out, and it is published in tabular form so that the comparison is clear.

### **III. RESULT AND DISCUSSION**

The results of the quantitative research show that students who are addicted to online games have 3 students (16.03%) including very high, 4 students (14.36%) including high, 13 students (41.86%) including moderate, 4 students (11.9%) is low, and 5 students (12.66%) is very low.

There were 12 students who experienced a decrease in learning achievement, namely getting the "less" and "very poor" categories so that they got an unsatisfactory ranking. While there are 6 students who get the "enough" category and 12 other students get the "very good" and "good" categories. From these results, there is no significant relationship between online game addiction and learning achievement. On the qualitative side, from 30 students it was found that (1) His early playing online games, (2) The average time spent playing 2-4 hours, (3) His parents did not allow him to play online games, and (4) Achievement low learning.

Researchers distributed questionnaires to all Junior High School students in grades VII, VIII, and IX in Kediri City. Then, the researcher then tabulated the raw data in Microsoft Excel and gave a score of 4 3 2 1 for each positive item and 1 2 3 4 for each negative item. After processing the data from the results of the questionnaire, it was then known who were addicted to online games from various classes. In addition, researchers also conducted interviews with the subject. Students who were indicated to be addicted to online games were interviewed by asking 27 questions that had been made in the interview guide. In the questions that have been structured and planned, the questions relate to online games, starting from what is the definition of online games, the beginning of playing online games, to the current state of learning achievement when addicted to online games. Based on the results of student screening with quantitative initial data, 30 subjects (students) from 395 students in grades VII, VIII, and IX were found because from the results of scoring data from the questionnaire, they were proven to be addicted to online games.

The results of quantitative initial data collection using a questionnaire instrument, it is known that the level of online game addiction is 3 students (16.03) including very high, 4 students (14.36) including high, 13 students (41.86) including moderate, 4 students (11.9) is low, and 5 students

(12.66) is very low. The researcher immediately grouped 30 students who were addicted to online games to be interviewed in order to get data correctly and definitely. Data from interviews in real support data from the initial measurement using an online game addiction questionnaire. Thus, it can be concluded that the initial data collection quantitatively through online game addiction questionnaires and qualitative supporting data collection by launching questions that have been arranged in a balanced and mutually supportive interview guide because quantitative data is supported by qualitative data.

There are 12 students who experience low learning achievement, namely getting the "less" and "very poor" categories so that they get an unsatisfactory ranking. While there are 6 students who get the "enough" category and 12 other students get the "very good" and "good" categories. This is probably due to online game addiction. From the homeroom teacher of each class, said that the learning achievement of 30 students in the odd semester of 2021/2022 experienced a drastic decline and may also be influenced by online game addiction, which causes students to be less focused during teaching and learning because of online game thinking.

Online game addiction is a form of individual activity that is carried out repeatedly and always focuses on playing online games and has a negative impact on users. According to the DSM-IV-TR the criteria for online game addiction include: (1) constantly thinking about activities or playing games, (2) always increasing the length of time playing to get satisfaction or rewards with the same amount being assessed less, (3) unable to control, stop or reduce activity, feel restless when stopping or reducing activity, (4) playing games to escape from problems or relieve discomfort (anxiety, guilt, helplessness, depression), (5) after losers often come back again to get money to replace their losses, (6) lie to family, therapists or other people to cover up their increased activities, (8) do not care about illegal activities, so they can still play games, (9) damage or lose relationships with friends friendships, jobs, education, and career opportunities to keep playing games, and (10) relying on others for money to stay and play games (Parker, Taylor, [9,10,11]. Learning achievement is the average value of students from all subjects during teaching and learning activities at school and is interpreted in the form of numbers [12,13]. In this study learning achievement is embodied in the form of class rankings [14].

To find out the relationship between online game addiction and learning achievement by testing the hypothesis using the Spearman Correlation. The results of the hypothesis test state that there is no significant relationship between online game addiction and learning achievement by looking at the significance of 0.291. This is because learning achievement is influenced by factors other than online games.

#### **IV. CONCLUSION**

Based on the research that has been carried out by the author at junior high school students in Kediri City, the conclusions can be drawn as follows:

1. The level of online game addiction of students at Junior high school students is 3 students (16.03) including very high, 4 students (14.36) including high, 13 students (41.86) including moderate, 4 students (11.9) including low, and 5 students (12.66) including very low. The researcher immediately grouped 30 students who were addicted to online games to be interviewed in order to get data correctly and definitely.
2. The results of the learning achievement of BSS SMP students, there are 12 students who experience low learning achievement, namely getting the "less" and "very poor" categories so that they get an unsatisfactory ranking. While there are 6 students who get the "enough" category and 12 other students get the "very good" and "good" categories. This is probably due to addiction to online games. From the homeroom teacher of each class, said that the learning achievement results of 30 students in the odd semester of 2021/2022 experienced a drastic decline and may also be influenced by the online game addiction factor, which causes students to focus less during teaching and learning activities because they think about online games.
3. The results of the Hypothesis Test using the Spearman correlation are known to have a significance value of 0.291. It can be concluded that there is no significant relationship between online game addiction and learning achievement. This is because learning achievement is influenced by factors other than online games.

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