

**HUBUNGAN KONTROL DIRI DENGAN KECANDUAN *GAME*
ONLINE PADA REMAJA DI MADRASAH ALIYAH
SWASTA MIFTAHUSSALAM MEDAN**

SKRIPSI

*Diajukan Untuk Memenuhi Sebagian Persyaratan Dalam Memperoleh Gelar
Sarjana Psikologi Universitas Medan Area*

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ABSTRACT

CORRELATION BETWEEN SELF-CONTROL AND ADDICTION ONLINE GAME IN ADOLESCENTS AT MIFTAHUSSALAM HIGH SCHOOL

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This study aimed to determine whether there was a correlation between Self-Control and Addiction Online Game in adolescents. The population in this study were 142 middle adolescent students aged 15-18 years class X-XII at Miftahussalam high school and sample of 40 people. This research used quantitative methods. The sampling technique in this study using purposive sampling. This study used a Likert scale form. The measuring instrument used was a self-control scale based on aspects of self-control, namely, behavior control cognitive control, and decision-making control. The next scale of addiction online game was based on aspects addiction of online game, namely: salience, tolerance, mood modification, withdrawal, relapse, conflict, problems. In line with the existing theoretical basis, a hypothesis can be proposed: there was a significant negative correlation between self-control and addiction online game in adolescents at Miftahussalam high school. To prove the above hypothesis, the data analysis method was used product moment. Based on the analysis, it was found that there was a significant negative correlation between self-control and addiction online game as seen from $r_{xy} = -0.840$; $P = 0,000 < 0,05$. The correlation of self-control to addiction was online game 70,5%. Thus it can be stated that the hypothesis was accepted.

Keywords: *Self Control; Addiction Online Game; Adolescents*

CHAPTER I

INTRODUCTION

A. Background of Study

Adolescence is a transition period in which adolescents experience changes physically, psychologically, sexually, cognitively, and socially that can increase emotional tension, moods that can change at any time according to the adolescents' condition. According to Papalia (2008) adolescence begins at the age of 11 or 12 until late adolescence or the age of twenties. Meanwhile, Hurlock (2002) stated that the age range of adolescence is in early adolescence (12-15 years), middle adolescence (15-18 years), late adolescence (18-21).

Adolescent cognitive development is in the formal operational stage. At this stage adolescents have the ability to think abstractly (Santrock, 2002). Corey (in Agustriyana & Suwanto, 2017) mentions adolescent developmental tasks including: accepting their physical condition and using their body effectively, accepting themselves, achieve emotional independence, develop the concept of intellectual skills and experience a goal to strengthen self-control (the ability to control oneself). Self-control is the individual's ability to adjust his/her behavior to what is considered acceptable by society (Papalia et al, in Hastuti, 2018). Adolescents are very happy to experiment, explore and have a lot of fantasies and a tendency to form groups and group activities. That matters which adolescents are not always done directly but can also be realized through technology that is growing rapidly so far.

The development of science and technology seems to never stop producing countless technological products. Various technological products are certainly intended to meet human needs for education, science, health, or even just entertainment. The internet is one of the fastest growing technologies nowadays.

The internet offers a wide variety of uses, ranging from as a means of communication, seeking information and a variety of entertainment. One of the internet technology products that are always popular among adolescents today is online games. The existence of online games as one of the technological products that have benefits as entertainment is certainly familiar.

According to Kim (in Kustiawan & Utomo, 2019) online games are games where many people can play at the same time through online communication. Online games with online facilities via internet offer more facilities because players can communicate with other players around the world through chat and voice notes. The habit of playing online games that is done continuously without limiting the time can cause a person to become dependent, accused of making people behave compulsively, indifferent to other activities and cause strange symptoms, such as feeling anxious when the desire to play is not fulfilled.

Online game addiction is a form of addiction caused by internet technology or better known as internet addictive disorder, as Young stated (in Kustiawan & Utomo, 2019) that the internet can cause addiction, one of which is computer game addiction (too much playing games). Rana Parekh (in Utami, 2020) stated that at the end of 2017 the World Health Organization (WHO) stated in the International Classification of Diseases (ICD) 11th Revision edition that game addiction or internet game disorder was a mental disorder.

Research conducted by Yanti, et al (2019) in October 2018 on students at SMPN 13 Padang found that respondents had the most duration of playing online games (50%) playing for 1-2 hours. Most students (37.5%) played games 4 to 5 days a week and the most students (79.5%) played games at home by using the most facilities (73.9%) which were gadgets. Some researchers mention that there are problems that may arise from excessive online game activities, these problems are

social isolation, loss of control over time and experiencing difficulties in academics,

school education, social relations, marriage, finances, work performance, health, and vital functions of daily living.

Siste, (Liputan 6.com, 2018) explained that a person is said to be addicted to online games if he meets the criteria set by WHO, namely the presence of patterned behavior with the following characteristics: (1) there is a control disorder to play the game (unable to control oneself) , (2) give priority to play the game compared to activities that should be prioritized, (3) the intensity is increasing and continues despite negative consequences or impacts appear, (4) the patterned behavior causes significant disturbances in personal, family, social functions, education and other important areas, (5) the pattern has been going on for 12 months. Furthermore, Smart (Prasetiawan, 2016) suggested that the characteristics of a person who is addicted to online games generally include: (a) feeling attached to online games (thinking about online activities when they are offline or expecting the next online session, (b) playing online games with a duration time of more than 14 hours per week and only play one type/type of online game, (c) feeling the need to play online games with an increasing amount of time to achieve an expected excitement, (d) feeling anxious, depressed, or irritability when trying to reduce or stop playing online games, (e) lying to family members or others to hide how deeply involved with online games, (f) playing online games as a way of escaping from problems or reducing a distressing feeling condition (e.g. feelings of helplessness, guilt, anxiety, stress and depression) press). Furthermore, Lemmens (in Kustiawan & Utomo, 2019) stated that there are seven criteria in online game addiction, namely, Salience (thinking about playing online games all day), Tolerance (increasing time playing online games), Mood Modification (playing online games to escape from problems), Relapse (the tendency to play online games again after a long period of not playing), Withdrawal (feeling restless when not playing online

UNIVERSITAS MEDAN AREA Conflict (fighting with others due to excessive online game playing) and

Problems (ignoring other activities causing other problems).

Furthermore, Immanuel (in Kustiawan & Utomo, 2020) stated that the factors that cause addiction are divided into 2, namely external and internal factors. The external factor is the lack of good social relationships, so adolescents have an alternative to playing online games as a fun activity and the expectations of parents soar for their children. Internal factors include boredom that is felt when at home or at school, the inability to set priorities, lack of self-control within the individual and a strong desire to get high scores in a game.

An online game addict will spend hours and even days in the extreme they can be in front of the computer to play the online games they love. Griffiths (in Utami, 2020) explains that almost a third of children in their early teens play online games every day, what is more worrying is that around 7% of them play for at least 30 hours per week. In Indonesia, the phenomenon of playing online games has involved many adolescents. Adolescents who are addicted to online games will feel anxious, frustrated and angry if they do not play online games. Then Griffiths (Utami, 2020) explains that adolescents are considered more frequent and vulnerable to the use of online game games than adults.

The phenomenon that the researchers found when observations were made on November 17, 2020, the researchers found that there were several adolescents who were students at MAS Miftahussalam playing online games while waiting for their parents to pick them up. They seem to be playing online games while communicating each other.

In addition to observation, the researchers also conducted interviews with the adolescents:

"I play it every day. There's a lot of games like PUBG, ML, Dota 2, it's fun..., especially if the rating goes up, it's even more exciting. I played it more than a year, firstly I just tried to play it, now it's different. I've been scolded by my mother because I played it a lot, during online learning, I can actually use my smartphone to study, but I can do it for playing games, as well." (RZ, 15 years old)

The results of the interview above showed that several online games that are popular with some adolescents include PUBG (Player Unknown Battle Ground), ML (Mobile Legend), and Dota 2. PUBG (Player Unknown Battle Ground) means players who do not know the battlefield, where they will be taken by helicopter then dropped off on an island. Then on the island, each team is tasked by finding weapons and equipment to survive until the end of the game. The PUBG playing system, namely, last men standing means the last player to win. PUBG can be played with a team or solo. The player who wins the game will get a high level. If the player always occupies a high level, then on other occasions it will allow that person to be selected as a member in an even bigger tournament and play among professional players. Then they will be contracted and get the agreed salary every month.

Furthermore, Mobile Legend (ML) is a game designed for mobile phones, but can also be played on a computer or laptop. In this game a player controls one character in a team that fights against other players' teams. In each team, there are five players who each control a character known as the "Hero" using analog/joystick controls. The goal is to destroy the main structure (headquarters) of the opposing team by the help of computer-controlled units.

Then Dota2 is a multiplayer online battle arena game. Dota2 pits 2 teams of 5 players of each, where both have a main base called ancient and the first team to destroy the opponent's ancient is the winner. Each player can control a unit/character called "Hero" which is selected at the start of the game. There are more than 100 heroes with different types: strength, agility and intelligence. Each Hero has 4 skills (some have more) active or passive. The difficulty level of this game is quite high, and it also requires a computer with qualified specifications for

UNIVERSITAS MEDAN AREA ~~PC gaming~~ possibly because this makes Dota2 players not as many as mobile

legends that can be played via smartphones. Dota2 players are mostly 15 years old and above, because this game is quite brain draining in determining playing strategies, it takes a long time because 1 game is around 30 minutes.

Furthermore, the researchers conducted interviews on the second subject, as follows:

“playing games is fun if you can play them, at first I was taught by a friend, when I was able to play it, then I become addicted. At home, I use wifi so I can play as much as I want. If I don't play for a day, it feels like something is missing. Sometimes, I would play games rather than do my assignments, it's a bit difficult to control it when I've enjoyed playing it". (KS, 17 years old)

From the results of the interview above, it was found that the criteria for online game addiction displayed by adolescents were withdrawal (youth feel like something is missing if they don't play online games). Then in the next statement, adolescents prefer to continue playing online games to neglect their duties. This statement is in accordance with one of the criteria for online game addiction, namely salience (making online games a priority from other activities). Both of these statements can cause problems (conflict) with the people around them such as with parents, school, social life, hobbies or interests and problems in themselves such as losing control. Where the aspect of self-control is closely related to the problem of online game addiction. If the adolescent's cognitive is well controlled, the adolescent will be able to judge that the task is more important than playing online games, while constantly playing online games can make the adolescent does not complete the task. Furthermore, this affects the control of decision-making, when adolescents have judged the good or bad of something, the assessment has an impact on the decisions to be taken and the behavior displayed.

Online games have positive impacts, including: adolescents can train the motor system, help socialize and hone their cognitive through various roles and plots of the games they play. However, online games also have negative impacts,

such as: not having a priority scale, causing laziness to learn, to the risk of addiction. These negative impacts can be avoided if adolescents are able to control themselves well and get directions from the surrounding environment, especially parents. But many adolescents who still have difficulty in controlling themselves so that they become addicted to online games. Based on the background described above, the researcher wanted to know "The Relationship of Self-Control with Online Game Addiction in Adolescents at Madrasah Aliyah Swasta Miftahussalam".

B. The Identification of Study

Kim (in Kustiawan & Utomo, 2019) stated that online games are games where many people can play at the same time through online communication. Online games with online facilities via the internet offer more facilities because players can communicate with other players around the world through chat and voice notes. The activities of playing online games that are continuously carried out can cause adolescents to become dependent. Many factors influence online game addiction in adolescents, one of which is internal control, namely self-control. Chaplin (2006) argues that self-control is the ability to guide one's own behavior in opposing and hindering impulses or impulsive behavior. Self-control functions as the ability to restrain behavior that can harm others, where they have good self-control as well and will follow the existing rules.

Based on the phenomena described above, researchers can identify the problem that online game addiction in adolescents is caused by a lack of self-control that they have. This is in line with Immanuel's opinion (in Utami, 2020) that one of the factors that influence online game addiction is the lack of self-control in adolescents so that adolescents are less able to anticipate the negative impacts that arise from playing online games excessively. Therefore, it attracted the attention of

researchers to examine the relationship of self-control with online game addiction

at Madrasah Aliyah Swasta Miftahussalam Medan.

C. The Limitation of Study

This study focuses on the relationship between self-control and online game addiction in middle adolescents with an age range of 15-18 years at Madrasah Aliyah Swasta Miftahussalam.

D. The Formulation of Study

As for the formulation of the problem in this study, is there a relationship between self-control and online game addiction in adolescents at Madrasah Aliyah Swasta Miftahussalam?

E. The Aim of Study

The purpose of this study is to determine the relationship between self-control and online game addiction in adolescents at Madrasah Aliyah Swasta Miftahussalam Medan.

F. The Significance of Study

1. Theoretical Significance

This research is expected to provide theoretical input for the development of psychology, especially developmental psychology, especially to determine the relationship between self-control and online game addiction in adolescents at Madrasah Aliyah Swasta Miftahussalam, and can be useful as a guide for further research.

2. Practical Significance

The results of this study are expected to provide an overview to the society,

especially for adolescents so that this research can add knowledge for adolescents to be able to manage self-control which is much better and it is hoped that adolescents can carry out developmental tasks well without neglecting other developmental tasks that must be faced in adolescence.



CHAPTER II

THEORETICAL FRAMEWORK

A. Adolescence

1. Definition of Adolescent

According to Hurlock (2002), the term adolescence, as it is used today, has a broader meaning, including mental, emotional, social and physical maturity. Adolescents actually do not have a clear place because they do not belong to the child group but also to the adult or old group. Calon (in Monks, et al 2006) stated that adolescence clearly shows the nature of transition or transition because adolescents have not obtained adult status and no longer have child status.

According to Borring (in Hurlock, 2002), adolescence is a period of growth of a person in the transition from childhood to adulthood, which includes all developments experienced in preparation for entering adulthood. According to Rice (in Gunarsa & Gunarsa, 2004), adolescence is a period of transition, when individuals grow from childhood to become mature individuals. At that time, there are two important things that cause adolescents to exercise self-control. The first two things are external, namely changes in the environment, and second is internal, namely the characteristics within adolescents that make adolescents relatively more volatile than adolescents with other developmental periods (strom and stress periods).

Based on some of the theories above, it can be concluded that adolescents actually do not have a clear place. They do not belong to the class of children, but they also do not belong to the group of adults or the elderly, their positions are between children and adults. Adolescents are still not able to master their physical and psychological functions.

According to Hurlock (2002) the stages of adolescents development can be

divided into three stages, namely:

1. Early Adolescence (12 – 15 years old)
 - a. Closer to peers.
 - b. Want to be free.
 - c. Pay more attention to the state of his body and start thinking abstractly.
2. Middle Adolescence (15 – 18 years old)
 - a. Looking for identity.
 - b. The desire for a dating arises.
 - c. Have a deep love.
 - d. Develop abstract thinking skills.
 - e. Daydreaming about sexual activity.
3. Late Adolescence (18-21 years old)
 - a. Self-disclosure
 - b. More selective in finding peers
 - c. Have a physical image of himself
 - d. Can create love
 - e. Able to think abstractly.

From the description above, it can be concluded that adolescence is a period of transition from childhood to adulthood which involves biological, physiological and psychological changes. Age ranges in adolescents include: early adolescence (12-15 years old), middle adolescence (15-18 years old), late adolescence (18-21 years old).

2. Characteristics of Adolescence

According to Hurlock (2002), as with all important periods during the life

time, adolescence has certain characteristics that distinguish it from the previous

and subsequent periods. Here are the characteristics of adolescents:

a. Adolescence as an Important Period

Although all periods in the life time are important, their levels vary. There is an important period due to physical consequences and another due to psychological consequences. In the adolescent period both are equally important. Rapid and important physical development is accompanied by rapid mental development, especially in early adolescence. All these developments increase the need for mental adjustment and the need to form new attitudes, values and interests.

b. Adolescence as a Transitional Period

Transition does not mean breaking up or changing from what happened before, but rather a transition from one stage of development to the next stage of development. That is, what has happened before will leave its mark on what is happening now and in the future. At this time, a adolescent is no longer a child nor is an adult.

c. Adolescence as a Period of Change

During early adolescence, when physical changes occur rapidly, changes in behavior and attitudes are also rapid. Physical changes during puberty such as changes in body proportions such as developing sexual organs, growing taller and so on, and this will have an impact on the appearance of adolescents, which can make them more confident or feel inferior to their condition. There are four changes that are equally universal. Firstly, the occurrence of the heightening of emotions whose intensity depends on the level of physical and psychological changes. Secondly, changes in the body, interests and roles that are expected by social groups to be ordered, create new problems. Adolescents will still feel buried in the problem, until they themselves solves it according to his satisfaction. Thirdly, by changing interests and behavior patterns, values also change. What was important

in childhood, is now almost an adult is not important anymore. Fourthly, most

adolescents are ambivalent to change. They want and demand freedom, but they often fear responsibility for the consequences and doubt their ability to cope with those responsibilities.

d. Adolescence as a Period of Storm and Stress

Adolescence is often a difficult problem to be overcome by both boys and girls. Adolescents are in a situation of wanting to break away from their parents but still feel they are not able to be independent. Adolescents often experience confusion because there are often conflicts of opinion between them and their parents. They want to be free to determine their own destiny. First, throughout childhood, their problems are partly solved by parents and teachers causing them to be inexperienced. Second, because their inability to solve their problems on their own demands the way they believe in, many teens find the solutions beyond what they expected.

e. Adolescence as a Time to Find Identity

In the early years of adolescence, adjustment to the group is still constant for boys and girls. They begin to yearn for self-identity gradually. One way to elevate yourself is by using status symbols such as clothes and other nice items. In this way the adolescents attract attention to themselves and to be seen as an individual, while at the same time they maintain their identity with the peer group.

f. Adolescence as an Unrealistic Time

They see themselves and others as adolescents want them to be. The more unrealistic the ideals, the more the adolescent gets angry and even hurt and disappointed when other people disappoint them or when the adolescent does not succeed in achieving the goals they have set.

g. Adolescence as the Threshold of Adulthood

As the legal age of maturity draws near, teens become restless to abandon

the stereotype of a adolescent and to give the impression that they are adults. Dress

and act like adults. They even start smoking, drinking, and so on. They assume that this behavior will give them the image they want.

From the description above, it can be concluded that the task of the characteristics of adolescence is an important period, a transition period, a period of change, a period of storm and stress, a period of seeking identity, an unrealistic period, and the threshold of adulthood.

3. Adolescent Development Tasks

Corey (in Agustriyana & Suwanto, 2017) mentioned the tasks of adolescents development including:

- a. Having experience as a goal to strengthen self-control (ability to control oneself) on the basis of a value scale, principles or philosophy of life.
- b. Accepting their physical state and using their body effectively.
- c. Accepting themselves and have confidence in their own abilities and leave childish adjustment reactions (attitudes/behaviors).
- d. Achieving emotional independence from parents and other adults.
- e. Developing the concept of intellectual skills that are indispensable to perform the role as a member of society.

From the description above, it can be concluded that the developmental tasks are accepting physical conditions, obtaining new and more mature relationships with peers between the two genders, accepting conditions and learning to live according to their gender, strengthening self-control and gaining emotional freedom from parents and other adults, gaining independence in terms of relating to economic matters, and acquiring values and a philosophy of life.

4. Adolescent's Physical Development

Adolescence is a period of transition from children to adults not only in a psychological sense but also in a physical sense with the achievement of the maturity of the body of a adolescent in any cultural environment will experience physical changes that also demand psychological changes, especially in adolescent's self-adjustment (in Sarwono, 2011).

Muss (in Sarwono, 2011) completely made the following sequence of physical changes:

a. In women

1. Growth of bones
2. Breast growth
3. Menstruation
4. Pubic hair becomes curly
5. Growing armpit hair

b. In men

1. Growth of bones.
2. The testes (testicles) are enlarged.
3. Growing pubic hair that is smooth, straight, and dark in color.
4. Initial sound change.
5. Ejaculation (release of semen).
6. Pubic hair becomes curly.
7. Growth in height reaches its maximum level every year.
8. Growing fine hair on the face (mustache, beard).
9. Growing armpit hair.
10. Final sound change.
11. The hair on the face grows thicker and darker.

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12. Growing hair on the chest.

From the description above, it can be concluded that the physical development of adolescent girls include: bone growth, breast growth, menstruation, pubic hair becomes curly and armpit hair grows. Whereas in men, it includes: bone growth, enlarged testes (testicles), pubic hair growth, voice changes, ejaculation (semen release), pubic hair becomes curly, height growth reaches its maximum level every year, fine hair grows on the face (mustache, beard), armpit hair growth, voice changes, facial hair grows thicker and darker, and chest hair grows.

5. Adolescent's Psychological Development

According to the Ministry of Health in 2003, psychological changes in adolescents take place slowly compared to physical changes, these changes include:

- a. Emotional changes, adolescents become:
 1. Sensitive (easy to cry, anxious, frustrated, and laugh).
 2. Aggressive (easy to react to stimuli, so easy to fight).
- b. Development of intelligence, which makes adolescents:
 1. Able to think abstractly, likes to give criticism.
 2. Want to try new things, so that the behavior appears wanting to try.

6. Problems on Adolescence

Based on Daradjat's research (in Azizah, 2013) problems in adolescence include:

- a. Future's problem

Every adolescent thinks about their future, they want to be sure, what will they become after graduation. The thought of the future is increasingly felt by adolescents who are in university or on campus. Not infrequently we hear sentences

that reflect anxiety about the future, for example: "the future is bleak", "what's the

point of studying, after all, both certified and uncertified can't work" and so on.

b. Relationship problems with parents

Research has been conducted on disagreements between adolescents and their parents on certain matters. The greatest differences of opinion seem to center on the use of money, activities outside the home and social life. One of the biggest conflicts in social life is setting limits on hours of going home, when and where to go out at night, division of tasks at home, doing schoolwork diligently, clothes problems, and for a girl a pretty serious problem when parents do not allow him to travel with his girlfriend at night (Aryatmi, et al in Azizah, 2013).

c. Moral and religious issues

Moral and religious problems are increasing, especially in big cities, perhaps the influence of relations with foreign cultures is increasing through films, readings, pictures and direct relationships with foreigners (tourists) who come with various attitudes and behaviors. Usually moral decline is accompanied by an attitude of staying away from religion. Moral values that are not based on religion will continue to change according to circumstances, time and place. The state of changing values also causes shock, because it causes people to live without a firm grip. Fixed and unchanging values are religious values, because religious values are absolute and valid throughout the ages, not influenced by time, place and circumstances. Therefore, it is people who have strong religious beliefs who are able to maintain absolute religious values in their daily lives and will not be affected by the currents of moral decline that occur in society and can maintain peace of mind. Azizah (2013) states that adolescent problems are basically complex problems, including: from the youth themselves, the family environment, school and social environment.

B. Online games

Online game, a word that is often used to represent a digital game that is booming in this modern era. Online games are games that can be accessed by many players, where the machines used by players are connected by an internet network (cited in Adams and Rollings, 2010). Although some people think that online games are synonymous with computers, online games do not only operate on computers. Online games can be in the form of consoles, handled, even online games are also available on mobile phones. Online games are useful for refreshing or eliminating the player's boredom, both from daily activities (work, study, and other factors) or just to fill spare time. Online games are games that can be accessed by many players, where the machines used by players are connected by an internet network.

1. Definition of online game addiction

Yee (cited in Kustiawan & Utomo, 2019) revealed that online game addiction in general is the behavior of someone who wants to continue playing online games that spend a lot of time and it is possible that the individual concerned is unable to control or control it. Furthermore, Young (cited in Kustiawan & Utomo, 2019) states that online game addiction is a behavior that wants to continue playing online games and cannot be controlled or has no power to stop it.

Based on the definition stated above, it can be concluded that online game addiction behavior is an activity carried out by individuals who want to continue playing online games to spend time and it is possible that the individual is unable to control and control it.

2. Criterias of addiction to online games

Siste (in Liputan 6, 2018) explains that a person is said to be addicted to online games if he meets the criteria set by WHO, namely the presence of patterned

UNIVERSITAS MEDAN AREA behavior with the following characteristics:

- a. There is a control disorder to do the game (unable to control oneself).
- b. Prioritizing playing the game rather than activities that should be prioritized.
- c. The intensity is increasing and continuing despite the perceived negative consequences or impacts.
- d. These patterned behaviors cause significant impairment in personal, family, social, educational and other important areas of functioning.
- e. This pattern has been going on for 12 months.

Furthermore, Lemmens et al (cited in Kustiawan & Utomo, 2019) state that there are seven criterias for online game addiction, namely:

a. Salience

Playing online games has become the most important activity in an individual's life and dominates thoughts, feelings (always feel like doing it), and behavior (doing too much).

b. Tolerance

A process in which individual activities in playing online games are increasing, so that gradually the time spent playing online games increases in number.

c. Mood modification

Refers to subjective experiences as a result of attachment to playing online games, for example tranquillizing or escape-related relaxation (escapism).

d. Withdrawal

Unpleasant feelings and physical effects that occur when stopping or reducing activity playing online games. This aspect consists mostly of moodiness and irritability.

e. Relapse

Excessive online gaming activities tend to encourage individuals to quickly return to repeating online gaming behavior after not doing so within a certain period or

period of control.

f. Conflict

Conflicts that occur refer to interpersonal conflicts resulting from excessive online game play activities. Conflicts can occur between players and the people around them. Conflicts can include arguments and denials as well as lying and cheating.

g. Problems

Problems occur due to excessive online game play activities, which encourage the displacement of other activities such as school, work, and socializing. Problems can occur in individual online game players, such as intrafictional disturbances and loss of control.

Chen and Chang (in Kustiawan & Utomo, 2019) in the Asian Journal of Health and Information Sciences, stated that there are at least four criteria for online game addiction. The four criteria are:

a) Compulsion

It is a strong urge or pressure that comes from within oneself to do something continuously, which in this case is an internal urge to constantly play online games.

b) Withdrawal

It is an attempt to withdraw or distance oneself from something. A person who is addicted to online games feels unable to withdraw or distance himself from things related to online games.

c) Tolerance

Tolerance in this case is defined as an attitude of accepting our situation when we do something. Usually this tolerance relates to the amount of time used or spent doing something which in this case is playing online games. And most online gamers will not stop playing until they are satisfied.

d) Interpersonal and health-related problems

These are problems related to our interactions with other people as well as health problems.

Online game addicts tend to ignore the interpersonal relationships they have because they only focus on online games. Likewise with health problems, online game addicts pay less attention to their health problems such as lack of sleep, not maintaining body hygiene and irregular eating patterns.

Furthermore, Griffiths and Davies (Prasetiani & Setianingrum, 2020) state that there are 7 criteria for online game addiction in adolescents based on DSM IV criteria, including:

- a) Saliance, when playing online games becomes a very important activity in a person's life and dominates his thoughts, feelings, and behavior
- b) Tolerance, the time when someone starts playing more often, thus increasing the time needed to play.
- c) Mood Modification, this refers to the subjective experience through playing online games, they experience an exciting feeling or feel calm.
- d) Withdrawal, is a feeling of discomfort or physical effects that arise when online gaming activities are reduced or stopped, for example moody and irritable.
- e) Relapse, is the tendency to play online games repeatedly, returning to the initial pattern of relapse or even worse.
- f) Conflict, refers to conflicts between online game players and the people around them (interpersonal conflict), conflicts with other activities (work, school, social life, hobbies and interests) or from within the individual who worries about too much spending time playing online games (intrapsychic conflict).
- g) Problem, leading to problems caused by excessive online game users. Problems can arise for the individual himself such as intrapsychic conflict and subjective feelings of loss of control.

Overall, it can be concluded that the form of online game addiction is the

presence of prominent behavior, tolerance is the process of increasing individual activity in playing online games, so that gradually the time spent playing online games increases, then mood modification, substance withdrawal, relapse after the control period is an excessive online game play activity which tends to encourage individuals to quickly repeat the behavior of playing online games after not doing it for a certain period of time or a period of control, then there are conflicts, and problems, playing online games becomes the most important activity in an individual's life. makes the individual withdraw, the urge to play continuously. Of the two theories, the researcher uses the Lemmens theory because the description of the forms of online game addiction that is put forward is more specific, such as the existence of criteria for saliance, mood modification, relapse, conflict, and problems. Where in Lemmens theory is also more specific than the theory of Chen and Chang in terms of each form so that it is more comprehensive and easier for researchers to create items on a scale.

3. Factors of online game addiction

Immanuel (cited in Kustiawan & Utomo, 2019) said that several factors that influence a person to play online games can be seen from the inside (internal) and outside the individual (external) causing adolescent addiction to online games.

a. Internal factors

1. Desire, a strong desire from adolescents to get high scores in online games, because online games are designed in such a way that online games are more curious and want to get higher scores.

2. Boredom, the boredom that teenagers feel when they are at home or at school, the inability to set priorities to do other important activities are also the causes of addiction to online games.

3. Self-control, lack of self-control in adolescents, so that adolescents do not

anticipate the negative impacts that arise from playing online games excessively.

b. External factors

1. Environment, an environment that is less controlled because you see a lot of other friends playing online games.
2. Social Relations, lack of good social competence so that teenagers choose alternatives to playing online games as a fun activity.
3. Hope, the soaring expectation of parents for their children to take part in various activities such as courses or tutoring, so that the primary needs of children, such as togetherness, playing with family are forgotten.

Furthermore, Wan Dan Chioi (cited in Kustiawan & Utomo, 2019) argue that the factors that influence online game addiction are:

1. Self-control, unsuccessful attempts to control self-involvement in online games
2. Motivation, someone is interested in online games, among others, because of entertainment and fun, coping with emotions, looking for challenges and escaping from reality.
3. Psychological and social needs, emotional loneliness is caused by the absence of attachment to the social environment or isolation, this is caused by a failure to integrate oneself socially. Because individuals who feel there is no attachment relationship to the social environment, and the absence of individual interest in their environment is what causes these individuals to feel lonely and divert them to playing online games. Online games provide another way of meeting social needs and overcoming a lack of social skills. The communication features provided by online games are a substitute for satisfying the needs of social relations in the real world.
4. Feelings of Loneliness, feelings caused by emotional loneliness communication

features can also overcome feelings of loneliness and stress of online game players.

Players can entertain other players through their characters' funny behavior in online games

Furthermore, Yee (cited in Kustiawan & Utomo, 2019) stated that the factors that influence online game addiction are:

1. Relationship, based on the desire to interact with the game and the willingness of a person to make a relationship that is supported from the start, and which approaches the problems and issues that exist in real life.
2. Manipulation, based on players making other players as objects and manipulating them for self-gratification and wealth. Players who are based on this factor, are very happy to cheat, mock and dominate other players.
3. Immersion, based on players who really like being someone else. They are happy with the storyline of the “imaginary world” by creating characters that match the history and traditions of the world.
4. Escapism, based on players who like to play in cyberspace only temporarily to avoid, forget and get away from stress and problems in real life.
5. Achievement, based on the desire to be strong in the virtual world environment, through the achievement of goals and accumulation and items that are symbols of power.

From the description above, the factors that cause teenagers to be addicted to online games according to Immanuel (cited in Kustiawan & Utomo, 2019) come from external and internal factors. Furthermore, according to Yee (in Kustiawan & Utomo, 2019) includes Relationship (the desire to interact with other people), Manipulation (the desire to make other players as objects and manipulate them for satisfaction and self-confidence), Immersion (players who really like to be other people), Escapism (playing online games to avoid and forget problems in real life), and Achievement (the desire to be strong in a virtual world environment) and

UNIVERSITAS MEDAN AREA according to Wan and Chiu (2006) include self-control and loneliness. These

factors will be the focus of research that will be raised in the research framework.

4. Impact of Online Game Addiction

There are positive and negative impacts of playing online games on the players. The positive and negative impacts are as follows:

1) Positive effects of playing online games

a. Can activate the motor system, with proper coordination between the information received by the eyes and then forwarded to the brain for processing and ordered to the hands to press certain buttons.

b. Online games can encourage children to be smart, because online game players demand strong analytical power and appropriate strategic planning in order to complete the game well. The advantages that can be obtained in playing online games are increasing concentration.

c. Help socialize, according to several professors at Loyola University Chicago, online games can foster social interaction that defies stereotypes of isolated gamers.

2) Playing online games can indeed have a positive impact, but if it is allowed to drag on until it leads to addiction, it will certainly have a negative impact, including:

a. Being not having a priority scale in carrying out daily activities.

b. Encouraging to act asocially, because the activity of playing online games is quite time-consuming to communicate, both communicating with family and peers.

c. Causing laziness to learn, due to fatigue caused after playing online games, so that it can trigger acts of violence, because it imitates characters excessively, thus imitating all behaviors displayed by characters in the game without considering whether it is dangerous or not. This excessive imitation

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others is a crime.

d. At risk of addiction If the game is played continuously it will experience addiction. Griffiths says how big the long-term impact of this time-consuming activity is that it can take up about 30 hours of free time per week on the educational, health, and social development of children and adolescents.

C. Self Control

1. Definition of Self-Control

Baumeister (cited in Salmi et al, 2018) states that self-control refers to the capacity to change one's responses, especially to bring them in accordance with standards such as ideals, values, morals and social expectations as well as to support the achievement of long-term goals. individual's ability to display the positive consequences of what he does.

Furthermore, Chaplin (2006) argues that self-control is the ability to guide one's own behavior in opposing and hindering impulses or impulsive behavior. Self-control functions as the ability to withstand behavior that can harm others, where they have good self-control as well and will follow the existing rules.

Furthermore, Papalia et al (cited in Hastuti, 2018) define self-control as an individual's ability to adjust his behavior to what is considered socially acceptable by society. Meanwhile, more specifically, Tangney et al & Vohs, et al define self-control as the ability to put aside spontaneous impulses and responses that have become habits, to then adjust to the standards of other people/parties (cited in Hastuti, 2018).

From the description above, it can be concluded that self-control is an individual's ability to determine and adjust his behavior to what is considered socially acceptable by society.

2. Aspects of self-control

According to Averill (cited in Harahap, 2017) there are 3 aspects of self-control that is:

- a. Behavioral control, namely the ability to modify an unpleasant situation, this ability consists of the ability to control behavior, namely the ability to determine who is in control of the situation. Where individuals who have good self-control will be able to regulate behavior with their abilities, if they are not able to then individuals will use external sources to overcome them.
- b. Cognitive control (cognitive control), namely the individual's ability to process unwanted information by interpreting, assessing to integrate an event in a cognitive framework as a psychological adaptation or reducing pressure.
- c. Decision control (decisional control), namely the ability to choose an action based on something that is believed or approved. Personal control in making choices will function well with the existence of an opportunity, freedom or possibility in the individual to choose several things that are mutually incriminating, the aspects that are measured are the ability to control behavior and the ability to make decisions.

3. Factors that affect self-control

Ghufron and Risnawati (2014) divide the factors that can affect self-control into 2, namely:

- a. Internal factors

The internal factor that contributes to self-control is age. The way parents enforce discipline, the way parents respond to their children's failures, communication styles, the way parents express anger (full of emotion or able to hold back) are the beginnings of children learning about self-control. As children

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experiences they experience, children learn to respond to disappointments, dislikes, failures, and learn to control them, so that over time this control emerges from within itself.

b. External Factors

These external factors include the environment and family. Environmental and family factors are external factors of self-control. Parents determine one's ability to control oneself. One of the things that parents apply is discipline, because discipline can determine a good personality and can control individual behavior. Discipline applied to life can develop self-control and self-direction so that one can properly account for all actions taken.

Furthermore, the self-control factors according to Baumeister & Boden (cited in Marsela & Supriatna, 2019) are as follows:

a. Parents, relationships with parents provide evidence that it turns out that parents influence their children's self-control. To parents who educate their children. Parents who educate their children in a harsh and authoritarian manner will cause their children to be less able to control themselves and be less sensitive to the events they face. Parents should teach their children to be independent from an early age, giving them the opportunity to make their own decisions, so that children will have better self-control.

b. Culture, every individual who is in an environment will be related to different cultures with cultures from other environments. This affects a person's self-control as a member of the environment.

4. Types of Self-Control

According to Block and Block (cited in Ghufron, 2014) put forward three

types of self-control, namely:

- a. Over control, namely excessive control that causes a person to control a lot and refrain from reacting to a stimulus.
- b. Appropriate control, namely control that allows individuals to control their impulses appropriately.
- c. Under control, namely the tendency to release impulses freely without careful calculation.

Meanwhile, Rosenbaum (cited in Putri et al, 2008) divides self-control into three types, namely repressive, reformative, and experiential.

- a. Repressive type of self-control that is, control that focuses on the function to correct the process of self-control.
- b. Reformative type of self-control, namely, control that focuses on how to change destructive lifestyles, behavior patterns, and habits
- c. Experiential type self-control, namely, control which is the individual's ability to be sensitive and aware of his feelings and appreciation of stimuli from a specific environment.

Based on the description above, the types of self-control are over control, appropriate control, under control, repressive type of control, reformative type of control, and experiential type of control.

D. The Relationship Between Self-Control and Online Game Addiction

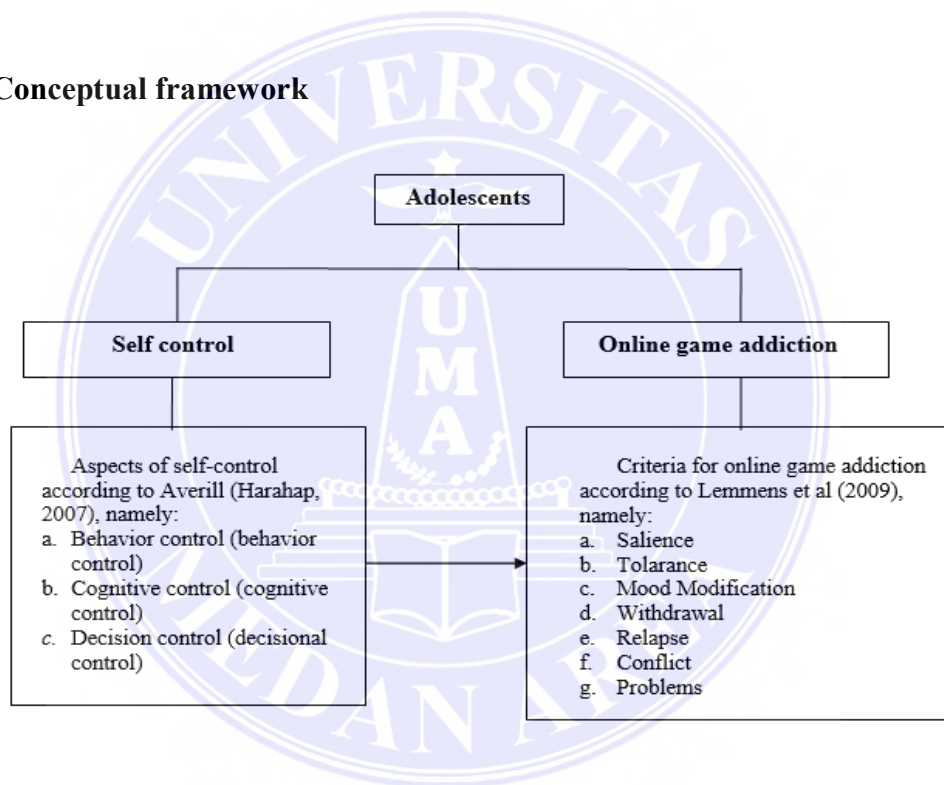
In the previous explanation, we have discussed the meaning of online game addiction. Young (cited in Kustiawan & Utomo, 2019) argues that online game addiction is a behavior that wants to continue playing online games and cannot be controlled or has no power to stop it. Individuals will usually automatically do what they like on the occasion. Individuals who experience addiction are in a condition bound by very strong habits and are unable to escape from these conditions and are

unable to control themselves to carry out certain activities they enjoy. Someone

who is addicted feels punished if he does not fulfill his habitual desires.

Problems with the habit of playing online games are caused by a lack of self-control over individual behavior. Individuals with low self-control like to take risks and break the rules without thinking about the long-term effects, while individuals with high self-control will be aware of the long-term consequences and effects of deviant actions. If a teenager has good self-control, then he will be able to withstand the need for momentary pleasure and be able to think logically that his actions will pose a risk to him so that he will not experience online game addiction.

E. Conceptual framework



F. Hypothesis

The hypothesis in this study is that there is a negative relationship between self-control and online game addiction in adolescents at Madrasah Aliyah Swasta Miftahussalam Medan with the assumption that the higher the self-control, the lower the addiction to online games in adolescents. Conversely, the lower the self-control, the higher the online game addiction in adolescents.

CHAPTER III

RESEARCH METHOD

In a study, in order to obtain the expected results, research methods will determine the success or failure of a study in order to achieve a high level of objectivity, scientific research requires the use of accurate and reliable data collection procedures. In the quantitative research approach, research results can only be interpreted correctly if the conclusions are based on data obtained through a measurement process which in addition to high validity and reliability, is also objective (Azwar, 2016).

A. Research Method

The type of research used in this study was a quantitative approach. This research methodology takes the name quantitative research because the quality is scored into quantitative figures in data collection and analysis. This procedure is taken to eliminate subjectivity in research results (Setyosari, 2010).

The purpose of quantitative research is to develop and use mathematical models, theories and/or hypotheses related to natural phenomena. The measurement process is a central part of quantitative research because it provides a fundamental link between empirical observations and the mathematical expression of quantitative relationships.

B. Identification of Research Variables

According to Sugiono (2009), research variable is an attribute or nature or value of people, objects or activities that have certain variations that were determined by researcher to be studied and conclusions drawn.

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1. Independent variable : Self Control

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2. Dependent variable : Online Game Addiction

C. Operational Definition

The operational definitions of research variables were:

1. Self-control is the ability of an individual to determine and adjust his behavior to what is considered socially acceptable by society.
2. Online game addiction is an activity carried out by individuals who want to continue playing online games to spend time and it is possible that the individual is not able to control and control it.

D. Population and Sampling and Sampling Techniques

1. Population

According to Sugiyono (2014) population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The population in this study were all students at Madrasah Aliyah Swasta Miftahussalam, totaling 142 students.

2. Sample

The sample is part of the population. The research sample is an important factor that needs to be considered in the research we do. The research sample reflects and determines how far the sample is useful in making research conclusions. The reason why the sampling technique is taken in a study and not all members of the research population is because we have a reason that we don't want to waste time, energy, funds or costs and thoughts if it is enough with the sample we can make conclusions that illustrate (Setyosari, 2010). The sample in this study amounted to 40 students.

3. Sampling Technique

The sampling technique used in this study was a purposive sampling technique, in which the sample is taken based on specific characteristics that are estimated to be the nature of the population. Through purposive sampling, it will show that the subject or research sample already has characteristics or traits related to the previously known population (Hadi, 2004).

The characteristics of the subjects in the study were adolescents who played online games for 12 months (one year). After being characterized, a sample of 40 students was obtained.

E. Data Collection Techniques

According to Suryabrata (2005) the quality of the data is determined by the quality of the data collection or the measuring instrument. If the data retrieval tool is reliable and valid, then the data will also be quite reliable and valid. To get the right data, the right tools or instruments are needed so that later accurate and precise research results will be obtained. The data collection technique in this research was the scale method.

1. Self-Control Scale

The scale was prepared using a Likert scale based on aspects of self-control. According to Averill (Harahap, 2007), namely: behavioral control, cognitive control, decision-making control which consists of two categories items, namely items that support (favorable) and items that do not support (unfavorable) and provide four alternative answers consisting of strongly agree (SA), agree (A), disagree (DA), strongly disagree (SDA). The scoring for this scale moves from 4 to 1 for items that are favorable (favorable), while for items that do not support (unfavorable) moves from 1 to 4. The weight of assessment for favorable statements

UNIVERSITAS MEDAN AREA = 3, DA = 2, SDA = 1, while the weight of the assessment for using

the Likert scale is based on aspects of addiction to unfavorable statements, namely:

SA = 1, A = 2, DA = 3, SDA = 4.

2. Online Game Addiction Scale

The scale compiled by online games according to Lemmens et al (cited in Kustiawan & Utomo, 2019), namely: salience, tolerance, mood modification, withdrawal, relapse, conflict, problems which consists of two categories of items, namely items that support (favorable) and items that do not support (unfavorable) and provides four alternative answers consisting of strongly agree (SA), agree (A), disagree (DA), strongly disagree (SDA). The scoring for this scale moves from 4 to 1 for items that are favorable (favorable), while for items that do not support (unfavorable) moves from 1 to 4. The weight of assessment for favorable statements is: SA = 4, A = 3, DA = 2, SDA = 1, while the weights for the unfavorable statements are: SA = 1, A = 2, DA = 3, SDA = 4.

F. Validity and Reliability

1. Validity

To find out whether the scale is able to produce accurate data in accordance with its measurement objectives, a validity testing or validation process is needed (Azwar, 2016). Validity is how far the measuring instrument can reveal the magnitude of the symptom or part of the symptom to be measured, meaning that the test measures what should be measured. Validity is a measure that shows the expertise of an instrument. Validity test is done by correlating the score of each item with the total score. The validity test technique in this study uses the product moment correlation formula from Karl Pearson, namely:

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\sum X^2 - \frac{(\sum X)^2}{N}\right] \left[\sum Y^2 - \frac{(\sum Y)^2}{N}\right]}}$$

Description :

r_{xy} = correlation coefficient between variable X (subject score of each item) and Y (total score of the subject of all items).

$\sum XY$ = sum of the product of each X and each Y,

$\sum X$ = the total score of each item of each subject,

$\sum Y$ = the total score of each subject,

$\sum X^2$ = sum of squared scores X

$\sum Y^2$ = sum of squares of scores Y

N = number of subjects

The validity value of each item (r product moment coefficient) actually still needs to be correlated because of the excess weight. According to Hadi (2000) this excess weight occurs because the item scores which are correlated with the total score are included as components of the total score. And this causes the coefficient of r to be larger. The formula to clean this excess weight is used by the Part Whole formula. The formula is as follows:

$$r_{bt} = \frac{(r_{xy})(SD_y) - (SD_x)}{\sqrt{\{(SD_x)^2 + (SD_y)^2 - 2(r_{xy})(SD_x)(SD_y)\}}}$$

Description:

r_{bt} : coefficient r after corrected

r_{xy} : coefficient r before corrected

SD_x : item score standard deviation

SD_y : total score standard deviation

2. Reliability

One of the characteristics of a good quality measuring instrument is reliable, which is able to produce accurate scores with small measurement errors (Azwar, 2016). Reliability is the extent to which the measurement results can be trusted. This means that if the measurement is carried out several times on the same subject, the results are relatively the same. The definition of reliability refers to the trustworthiness or consistency of measurement results, which implies how high the measurement district is (Azwar, 2016). There are several reliability testing methods, including Cronbach Alpha are:

$$\alpha = 2 \left[\frac{1 - S_1^2 - S_2^2}{S_x^2} \right]$$

Description:

S₁² and S₂² : cleavage score variance 1 and cleavage score variance 2

S_x : scale score variance

G. Data Analysis Method

The data analysis method used in this study was the product moment correlation technique from Karl Pearson. The reason for using this correlation technique was because this study aimed to see the relationship between one independent variable (self-control) and one dependent variable (online game addiction). The formula for the product moment technique from Karl Pearson is:

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\left[\sum X^2 - \frac{(\sum X)^2}{N} \right] \left[\sum Y^2 - \frac{(\sum Y)^2}{N} \right]}$$

Description :

r_{xy} = correlation coefficient between variable X (subject score of each item) and Y (total score of the subject of all items).

$\sum XY$ = sum of the product of each X and each Y,

$\sum X$ = the total score of each item of each subject,

$\sum Y$ = the total score of each subject,

$\sum X^2$ = sum of squared scores X

$\sum Y^2$ = sum of squares of scores Y

N = number of subjects

Before analyzing the data using the product moment correlation technique, the research assumptions were first tested, namely:

1. Normality test, namely: to find out whether the distribution of research data for each variable has spread normally
2. Linearity test, namely: to find out whether the data from the independent variable has a linear relationship with the dependent variable.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussions that have been carried out, it can be concluded:

1. The correlation between the independent variable (X) and the dependent variable (Y) was $r_{xy} = -0.840$; $P = 0.000 < 0.050$. So there was a negative and significant relationship between self-control and online game addiction. This meant that the higher the adolescent's self-control, the lower the student's online game addiction. On the other hand, the lower the adolescent's self-control, the higher their addiction to online games. Thus, the proposed hypothesis was declared "accepted".
2. The determinant coefficient (r^2) of the relationship between the independent variable (X) and the dependent variable (Y) was $r^2 = 0.705$. This result indicated that self-control contributed to online game addiction by 70.5% and the rest was influenced by other factors.
3. Based on the comparison of the two average values (hypothetical and empirical), it could be stated that self-control was high with a hypothetical mean of 82.5 and empirical of 102.13 and online game addiction was classified as moderate with a hypothetical value of 145 and empirical of 123.25.

B. Suggestion

Based on the results of the research and the conclusions that have been made, the things that can be suggested are as follows:

1. To educational institutions, it is hoped that they will be able to empower the use of the android program as a means that can support the development of knowledge,

UNIVERSITAS MEDAN AREA insight, skills and creativity in accordance with the interests and talents of students

considering technology is growing rapidly from time to time. With the hope that students are not only fixated on entertainment alone.

2. Suggestions to adolescents, especially adolescents at MAS Miftahussalam who have a tendency to online games to divert the desire to play games by exercising and doing other more useful activities in order to reduce the tendency to play online games.

3. Suggestions to parents, it is hoped that they pay more attention to technological developments that are increasingly developing so that they can find out to what extent it affects children's activities and habits which will have an impact on their physical and psychological conditions. It is hoped that parents will monitor the development of the internet, especially online games so that they can sort and choose which games are suitable for children to play and also establish communication and direction about the positive and negative impacts of playing online games and provide special time to play games and also give assertiveness to children. so as not to play outside the scheduled time.

4. Future researchers are expected to be able to develop online game addiction variables with other variables in order to reveal other dynamics that exist in adolescents and conduct screening tests in sampling so that the samples obtained are truly appropriate and accurate with the problem being studied. Apart from the discussion in this study, there are still many factors that influence the respondents, considering that this research is also not free from limitations.