

Featured Research

Internet Gaming Disorder and Learning Motivation of Vocational Students

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Abstract: The urgency of this study lies in the increasing prevalence of internet gaming disorder among students, which has begun to disrupt their focus, discipline, and motivation to learn. As excessive gaming behavior continues to rise, it poses a serious threat to students' academic performance and personal development. Therefore, it is crucial to understand the extent of its impact on learning motivation to enable guidance and counseling teachers to design effective preventive and intervention strategies in the school setting. This study investigates the effect of internet gaming disorder on students' learning motivation at SMK Islam PB Soedirman 1 Jakarta using a quantitative survey of 120 students. Simple linear regression analysis shows a significant negative effect ($\beta = -0.488$; $p < 0.05$), indicating that higher gaming addiction lowers learning motivation. Internet gaming disorder contributes 35.6% to the variance in motivation, with the remaining 64.4% influenced by other factors. These findings emphasize the importance of guidance and counseling support in preventing and addressing gaming-related motivation decline.

Keywords: Internet Gaming Disorder, Motivation of Learn, Guidance and Counseling

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INTRODUCTION

Advances in information and communication technology have brought about significant changes in various aspects of human life, including education. These products include televisions, computers, laptops, mobile phones, and the internet. The internet is one of the most influential information technology products for students to obtain information. The Industrial Revolution 4.0 era has integrated digital technology into various daily activities, making the internet a vital part that influences the way we learn, work, and communicate (Eka Yanuarti, 2020). In this context, the internet has become one of the most influential technology products, enabling easier and more efficient access to information (Kurnia Agung, 2017). In the current digital era, technological progress is

growing rapidly and has increased every year (Afdal et al., 2019; Syahputra et al., 2020). suggest that smartphones are a necessary tool because they have various applications that humans need to find sources of information and expand relationships between individuals (Syahputra et al., 2019).

The internet has become a primary need for society as a global computer network connecting various information, including text, images, audio, and video. Easy access to the internet has led the younger generation to frequently use gadgets in their daily activities, as evidenced by the large number of people who use these devices everywhere. In Indonesia, the use of social media in recent years has become increasingly popular (Andreassen, 2015; Syahputra & Erwinda, 2020). According to a report by the Indonesian Internet Service Providers Association (APJII), in 2022 there were approximately 210 million internet users in Indonesia, with the majority of users being teenagers aged 15-19. This data indicates that the younger generation is increasingly dependent on the internet for various needs, including entertainment through online games (APJII, 2022). This phenomenon has created significant changes in the gaming world, replacing traditional games with more interactive, internet-based online games (Husein, 2021). In recent years, online gaming has experienced rapid growth worldwide (Sagara & Masykur, 2020). This progress is due to easy internet access and the availability of devices such as laptops, personal computers (PCs), and smartphones, which allow users to play online games more comfortably. suggested that females were more likely than males to report poorer mental health and higher psychological distress (Syahputra et al., 2023). However, research by Ria Susanti (2019) revealed a significant influence of online gaming on decreasing students' motivation to learn. People addicted to online games tend to be selfish and individualistic, which influences their lives by viewing them as a game they play. Therefore, they are constantly trapped in the game, which leads to decreased motivation to learn. This leads to neglecting schoolwork and even skipping class to play games (Johan, 2019).

Motivation is an urge or desire that originates within a person to take action to achieve a specific goal (Rizkiana, 2021). Playing online games is one factor that influences a person's learning motivation. Playing online games can have an impact on decreasing students' learning motivation because time and energy are spent playing rather than studying, students become lazy in learning and even procrastinate on completing assignments (Makatita, Maria, & Firdauls, 2022). In addition to impacting children's learning motivation, it also impacts their physical and brain health. If children cannot enjoy online games happily, they tend to become angry, lazy, and rebellious (Masfiah & Pultri, 2019). Motivation and learning are two interrelated elements. Learning can be defined as a relatively permanent change in behavior that potentially occurs as a result of practice or reinforced practice, with the goal of achieving a specific goal. Motivation to learn can arise from intrinsic factors, such as the desire and will to succeed, as well as the drive to learn and the hope of achieving goals. Meanwhile, extrinsic factors include rewards, a supportive learning environment, and engaging learning activities (Hamzah B Uno, 2019:23).

According to the stages of adolescent development explained by Gunarsa (in Saputro, 2018), senior high school (SMA) age is in the middle adolescence phase (middle),

where at this stage, adolescents rely heavily on social relationships and feel happy when they have many friends who like them. To gain acceptance from their friends, they tend to make various efforts, one of which is by participating in activities or trends that are popular among their peers, such as playing online games. Darwis et al (2020) revealed that adolescents have a high interest in online games, often spending hours playing so that they forget important tasks that they need to complete.

Based on observations at the school, researchers found that many students almost always play online games on their mobile phones. Online games have become an essential part of these addicted players, and they often express that they can't get through the day without playing. It's no surprise that researchers see them treating the gaming center as their home, even their own residence. This is evident in their habits of eating, drinking, bathing, and even sleeping there. This condition has an impact on students' negligence of their responsibilities and obligations as students. Online games also have negative effects, such as decreasing student motivation and learning levels. Researchers observed that many students prefer playing online games to studying in class, especially when the teacher is not present. Researchers observed teenagers playing games while walking down the stairs during recess, which is very dangerous for these teenagers. Furthermore, researchers also saw teenagers playing games during teaching and learning activities, as evidenced by the teenagers' cell phone screens.

Online gaming has become a part of the lifestyle of teenagers in the digital age. Online games enable virtual social interaction, provide entertainment, and offer various benefits such as relaxation and improved hand-eye coordination. However, on the other hand, the negative impacts of online gaming addiction cannot be ignored, especially for teenagers who spend hours playing to the point of neglecting their studies. These impacts include decreased motivation, difficulty socializing, and the emergence of physical and mental health problems (Darwis et al., 2020; Novrialdy, 2019). Data shows that approximately 19.3% of teenagers in Indonesia are addicted to online games, with internet usage duration increasing to 11.6 hours per day, with 76.9% of them experiencing online gaming addiction (Kristiana Siste, 2021). This condition results in decreased learning motivation, increased aggressive behavior, and mental and physical health problems, such as Internet Gaming Disorder (IGD) (Sugaya et al., 2019). Once they reach the addiction stage, teenagers will exhibit behaviors that make them lazy about studying, less active in class, and often skip class. Meanwhile, from a social perspective, these online games encourage teenagers to behave indifferently and care less about their environment. Learning to interact only in one way with smartphones can have a negative impact on heart health because staying up almost 24 hours playing online games can make students withdrawn and less enthusiastic about doing anything online (Erik, Sinsu & Syenshie, 2020).

According to a report by We Are Social, Indonesia is the country with the third-highest number of video game players in the world (Databoks, 2022). Meanwhile, West Sumatra ranks fourth in Indonesia in terms of the most frequently accessed online game content, with 29.62% (APJII, 2022). A survey conducted by behavioral addiction expert Dr. Kristiana Siste (CNN, 2021) found that 19.3% of teenagers are addicted to the internet, using it for online gaming and social media. 2,933 teenagers experienced an increase in

online time from 7.27 hours to 11.6 hours per day. This indicates a potential increase in the number of teenagers playing online games in Indonesia, which raises concerns that it could have negative impacts if left unchecked.

Online gaming addiction is a form of addiction that arises from the influence of internet technology. According to Young, the internet has the potential to cause addiction. This online gaming addiction can lead to a decrease in learning motivation in individuals, as time and energy that should be used for learning is often spent playing games. As a result, children become lazy about studying, procrastinate on schoolwork, and even continue playing games during the learning process. This leads to a decline in student learning outcomes (Andri A.K. & Andi W.B.U., 2019). This progress is due to easy internet access and the availability of devices such as laptops, personal computers (PCs), and smartphones, which allow users to play online games more comfortably. Suggested that females were more likely than males to report poorer mental health and higher psychological distress (Syahputra et al., 2023).

Internet Gaming Disorder (IGD) is often associated with psychological problems, such as anxiety and depressive symptoms. In Malaysia, individuals with higher stress levels are at greater risk of developing Internet Gaming Disorder (Ruzyanei et al., 2021). Mursyad et al. (2019) stated that Internet Gaming Disorder is a form of persistent online gaming use that results in signs of cognitive and behavioral disorders, such as a loss of control over the game, leading users to spend hours playing and neglecting other activities. Therefore, it can be concluded that Internet Gaming Disorder is a disorder experienced by individuals characterized by an inability to control the intensity of gaming in their daily lives. Based on the phenomena that occurred, the researcher was interested in conducting research on "The Influence of Internet Gaming Disorder on the Learning Motivation of Students at PB Soedirman 1 Islamic Vocational School, Jakarta and its Implications in Guidance and Counseling."

METHOD

This study aims to examine the influence of Internet Gaming Disorder on students' learning motivation and its implications for guidance and counseling services. A quantitative survey approach was employed to achieve the research objectives. Based on its purpose, this research utilizes a quantitative method, which is designed to investigate specific populations or samples. Data were collected using research instruments, and the analysis was carried out quantitatively using statistical techniques within a survey methodology.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. (Sugiyono, 2006). This population consists of a number of objects to be studied and at least have the same characteristics or properties. The population in this study was students at SMK Islam PB Soedirman 1 Jakarta, totaling 172 students, with the number of class XI TO (A & B) as many as 62 students, class XI DKV (A & B) as many as 58 students, class XI BCF (A & B) as many as 52 students.

The sampling technique used in this study was simple random sampling. This technique is called simple because the sample selection process from the population is carried out randomly without considering differences or strata within the population. This method is suitable for use when the population is considered to have homogeneous characteristics (Sugiyono, 2017). The technique used to obtain the sample size from the population uses the Slovin formula (Ridwan, 2015) as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{N}{1 + N(e)^2} = \frac{172}{1 + 172(0,05)^2} = \frac{172}{1 + 172(0,0025)} = \frac{172}{1 + (0,43)} = \frac{172}{(1,43)} = 120,2 = > 120$$

Based on the calculation using the formula above, the number of respondents taken in this study was 120 respondents (students). Then, the number of samples was determined in each class, by determining the proportion according to the number of students studied. To obtain the necessary data for this study, the researcher employed several data collection techniques, namely questionnaires. A questionnaire is a data collection method in which a set of written questions or statements is provided to respondents to be answered. The construction of the questionnaire utilized question types that require brief responses or ask respondents to select one alternative answer for each item and mark (✓) the appropriate option in the provided column. This questionnaire is used to measure students' learning motivation, which serves as the independent variable (Sugiyono, 2017). Nasution (2002:58) explains that a questionnaire is an instrument in the form of written statements used to collect information from respondents, whether personal matters or other information known to them.

This study utilized two research instruments: the Internet Gaming Disorder (IGD) scale and the Learning Motivation scale. The IGD scale was developed based on the theory of Kuss & Griffiths (2013) and the DSM-5 criteria, consisting of 39 items that assess the impact of gaming on emotional, cognitive, and behavioral aspects of individuals. The Learning Motivation scale was constructed based on Hamzah B. Uno's theory, encompassing both intrinsic and extrinsic motivation through six indicators, with a total of 35 items. Prior to data collection, both instruments underwent validity and reliability testing using SPSS version 20. The results showed that 4 items from each scale were declared invalid. Reliability analysis revealed Cronbach's alpha values of 0.911 for the IGD scale and 0.889 for the Learning Motivation scale, indicating high reliability.

This study applied a simple linear regression model to examine the influence of Internet Gaming Disorder on students' learning motivation. Before conducting the analysis, the data were tested for classical assumptions, including normality and linearity, to ensure the validity of the regression model (Sugiyono, 2019). The normality test, as stated by Ghozali (2018) and Sunyoto (2016), checks whether residuals are normally distributed. A good regression model assumes that both the independent (X) and dependent (Y) variables follow a normal distribution. The linearity test, based on Khairinal (2016), assesses whether the relationship between variables is linear. It was conducted using SPSS 20.0. If the Sig. value of Deviation from Linearity is greater than 0.05, the relationship is considered significantly linear; otherwise, it is not.

RESULTS AND DISCUSSION

Based on the results of an internet gaming disorder questionnaire distributed to 120 students at SMK Islam PB Soedirman 1 Jakarta, which consisted of 35 statements, scores ranged from 35 to 128 with a mean of 64.06 and a standard deviation of 15.35. This indicates that the level of IGD is in the moderate category and the data distribution is relatively even, as presented in Table 1.

Table 1. Categorizations of Internet Gaming Disorder

Interval Score	Category	Frequency	%
113-140	Very High	57	47,50%
87-112	High	54	45,00%
61-86	Low	8	6,67%
35-60	Very Low	1	0,83%
Total		120	100%

Based on the interval scores, most students fall into the "Very High" and "High" categories of Internet Gaming Disorder. Out of 120 respondents, 57 students (47.50%) are categorized as having a very high level of gaming disorder, while 54 students (45.00%) are in the high category. Only a small percentage fall into the "Low" (6.67%) and "Very Low" (0.83%) categories. This indicates that the majority of students exhibit a significant tendency toward problematic gaming behavior. Based on the results of the internet gaming disorder questionnaire distributed to 120 students at SMK Islam PB Soedirman 1 Jakarta, which consisted of 31 statements, the scores ranged from 58 to 124 with an average of 99.20 and a standard deviation of 12.54. The average indicates high learning motivation, but the standard deviation shows significant variation between students, as presented in Table 2.

Table 2. Categorizations of Motivation of Learn

Interval Score	Category	Frequency	%
100-124	Very High	60	50,00%
77-99	High	55	45,83%
54-76	Low	5	4,17%
31-53	Very Low	0	0,00%
Total		120	100%

Based on the distribution of learning motivation scores, the majority of students fall into the Very High and High categories. Out of 120 respondents, 60 students (50.00%) demonstrated very high learning motivation, while 55 students (45.83%) were categorized as having high motivation. Only 5 students (4.17%) showed low motivation, and none were in the very low category. This indicates that, overall, students possess a good level of learning motivation.

Table 3. Normality Test

<i>One-Sample Kolmogorov-Smirnov Test</i>		
		<i>Unstandardized Residual</i>
N		120
Normal Parameters^{a,b}	<i>Mean</i>	0E-7
	<i>Std. Deviation</i>	10.06062777
Most Extreme Differences	<i>Absolute</i>	.053
	<i>Positive</i>	.043
	<i>Negative</i>	-.053
Kolmogorov-Smirnov Z		.578
Asymp. Sig. (2-tailed)		.892

Based on the results of the One-Sample Kolmogorov-Smirnov Test, the Asymp. Sig. (2-tailed) value was 0.892. This value is clearly above the significance threshold commonly used in research, which is 0.05 ($0.892 > 0.05$). Thus, it can be concluded that the residual data in this study is normally distributed. Fulfilling this normality assumption is very important in regression analysis, because it is one of the main requirements to ensure the validity and reliability of the results of the regression model test used.

Table 4. Linearity Test

			<i>ANOVA Table</i>				
			<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Learning Motivation * Internet Gaming Disorder	<i>Between Groups</i>	<i>(Combined)</i>	11248.967	54	208.314	1.813	.011
		<i>Linearity</i>	6672.468	1	6672.468	58.074	.000
		<i>Deviation from Linearity</i>	4576.498	53	86.349	.752	.858
	<i>Within Groups</i>		7468.233	65	114.896		
Total			18717.200	119			

Based on the results of the linearity test presented in the table, it is known that the significance value of the standard deviation of linearity is 0.858. This value is statistically greater than the established significance level of 0.05 ($0.858 > 0.05$). Therefore, it can be concluded that there is no significant deviation from linearity in the relationship between the internet gaming disorder variable (X) and the learning motivation variable (Y). Thus, the relationship between the two variables meets the assumption of linearity, which means that the relationship formed is linear or unidirectional in its pattern of association.

Table 5. Simple Linear Regression Test Result

Model	<i>Coefficients^a</i>				
	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<i>(Constant)</i>	130.444	3.973		32.833	.000
<i>Internet Gaming Disorder</i>	-.488	.060	-.597	-8.085	.000

a. Dependent Variable: Motivasi Belajar

Therefore, the constant value of 130.444 indicates that if internet gaming disorder were not present, students' learning motivation would be estimated at 130.444. The regression coefficient of -0.488 indicates that every one-point increase in the internet gaming disorder score would result in a 0.488-point decrease in learning motivation. This relationship is negative, meaning that the higher the level of internet gaming disorder, the lower the student's learning motivation. The significance value (sig. = 0.000) is <0.05 , thus concluding that there is a significant effect between internet gaming disorder and student learning motivation. In other words, the internet gaming disorder variable contributes statistically to explaining changes in student learning motivation.

Table 6. Coefficient of Determination

<i>Model Summary</i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.597a	.356	.351	10.103
<i>a. Predictors: (Constant), Internet Gaming Disorder</i>				

Based on the analysis results presented in the table, the coefficient of determination (R^2) was 0.356. This value indicates that the internet gaming distraction variable contributed 35.6% to the student learning motivation variable. In other words, 35.6% of the variation in learning motivation can be explained by the internet gaming distraction. Meanwhile, the remaining 64.4% is explained by other variables not included in this research model. These other variables may include internal factors such as learning interests and needs, as well as external factors such as family environment, teacher role, learning methods, and social support.

Table 7. Significance of Individual Parameters (T Test)

Model	<i>Coefficients^a</i>				t	Sig.
	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>			
	B	Std. Error	Beta			
<i>(Constant)</i>	130.444	3.973		32.833	.000	
<i>Internet Gaming Disorder</i>	-.488	.060	-.597	-8.085	.000	
<i>a. Dependent Variable: Motivasi Belajar</i>						

Based on the results of the partial t-test, it is known that the significance value of the Internet Gaming Disorder variable on student learning motivation is $0.000 < 0.05$, and the calculated t value = -8.085 which is $> t$ table = 1.980 (in absolute value). Thus, H_0 is rejected and H_a is accepted, which means there is a significant influence between Internet Gaming Disorder on student learning motivation. A negative regression coefficient indicates that the influence is negative, meaning that the higher the level of online game addiction, the lower the student's learning motivation.

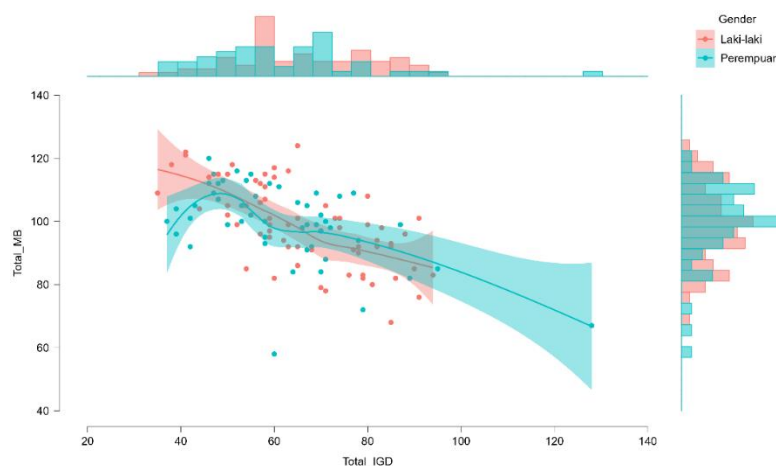


Figure 1 Scatter Plot of Internet Gaming Disorder and Motivation of Learn

The scatter plot shows the relationship between Internet Gaming Disorder (Total_IGD) and learning motivation (Total_MB), with gender differences represented by color. The red dots represent male students, and the blue dots represent female students. In general, there is a negative relationship between IGD and motivation, as higher IGD scores tend to be associated with lower learning motivation scores. The shaded area shows the confidence interval of the regression line, indicating the reliability of the trend. The pattern suggests that male students (red) tend to have slightly higher IGD scores, while female students (blue) show a wider variation in motivation when IGD scores increase.

Based on research conducted at SMK Islam PB Soedirman 1 Jakarta, data from 120 respondents were analyzed using SPSS version 20. This study aimed to determine the influence of Internet Gaming Disorder on students' learning motivation. The analysis results indicate that Internet Gaming Disorder has a statistically significant effect on students' learning motivation. This supports the alternative hypothesis (H_a), which states that there is an influence between the two variables, and is consistent with previous studies. The obtained significance value of 0.000 is below the 0.05 threshold, confirming the statistical significance of the effect. Therefore, Internet Gaming Disorder can be identified as one of the contributing factors to changes in students' learning motivation levels. These findings align with several previous studies that also reveal a negative relationship between online gaming addiction and students' learning motivation. One relevant study was conducted by Erni Susmiyanti (2023) at SDN Sekaran II in Tuban Regency. Out of 60 respondents, 40.0% of students were found to have a moderate level of online gaming addiction, while 55.0% were categorized as having moderate learning motivation. With a significance value of $\rho = 0.000 < \alpha = 0.05$, the study concluded that there is a significant relationship between online gaming addiction and learning motivation. Similarly, Faradila Harun and Lukman Arsyad (2020) in their study at MI Al-Anshar found a negative effect of online gaming on students' learning motivation. The t-test result showed a t-value of $-5.485 < t\text{-table } -1.685$, indicating that the alternative

hypothesis (H_a) was accepted. Another relevant study by Andi Anisa (2024) at SMAN 21 Medan revealed that students diagnosed with Internet Gaming Disorder showed average learning motivation levels, while non-affected students demonstrated high motivation. The Chi-Square test showed a significant effect of Internet Gaming Disorder on learning motivation ($p < 0.05$), with an odds ratio of 44.2.

A study by Windi Trikanti Utami (2019) at SD Al-Kautsar Bandar Lampung also indicated a strong relationship between online gaming habits and students' learning behavior, with a correlation coefficient of 0.728. In addition, Shieva Nur Azizah Ahmad et al. (2021) at SMA Yuppentek 1 Tangerang found that most students with high gaming addiction had low learning motivation, as shown by a p -value of $0.012 < \alpha 0.05$. Lastly, Mahyani Putri (2022) at SMAN 12 Pekanbaru found a negative impact of online gaming habits on students' concentration during learning. The linear regression test yielded a t -count greater than the t -table ($0.316 \geq 0.246$) and an R-Square value of 13.9%, indicating a measurable influence. The findings of this study have important implications for school counseling programs (Bimbingan dan Konseling/BK), particularly at SMK Islam PB Soedirman 1 Jakarta. Given the significant negative impact of Internet Gaming Disorder on students' learning motivation, the role of school counselors becomes crucial in addressing this issue. BK teachers must conduct early identification and assessment to detect students at risk or already exhibiting symptoms of Internet Gaming Disorder. A comprehensive assessment process will help provide a clear understanding of the severity of the disorder and its specific effects on each student's learning motivation. Individual counseling can offer a safe space for students to express the underlying causes of their online gaming addiction, develop healthier coping strategies, and establish realistic academic goals. Techniques such as behavioral contracts can also be employed to help students regulate their gaming time more responsibly. In addition, group counseling can serve as a platform where students facing similar challenges can share experiences, support one another, and learn peer-based strategies to overcome gaming addiction and improve motivation.

Digital literacy programs should also be implemented to educate students about healthy internet use, the dangers of gaming addiction, and the importance of balancing entertainment with academic responsibilities. These efforts can be strengthened through the active involvement of parents and subject teachers. Furthermore, workshops on time management skills are essential to help students allocate time wisely between study and leisure while encouraging the development of other interests beyond online gaming. Multidisciplinary collaboration between BK teachers and subject teachers is necessary to monitor students' academic behavior and provide integrated support. Parental involvement through seminars or consultation sessions can also enhance parents' understanding of Internet Gaming Disorder and their role in supporting children at home. In more severe cases that exceed the capacity of school counselors, referrals to professionals such as psychologists or psychiatrists are recommended. Finally, the development of a structured and comprehensive BK program is vital—one that includes strategies for managing Internet Gaming Disorder and enhancing academic motivation as

part of basic services, responsive services, individual planning, and system support within the school's annual counseling framework.

CONCLUSIONS

The research conducted at SMK Islam PB Soedirman 1 Jakarta involving 120 respondents using SPSS version 20 revealed that Internet Gaming Disorder has a significant effect on students' learning motivation. The significance value of 0.000 (< 0.05) confirms that the effect is statistically significant. This finding supports the alternative hypothesis (H_a) that there is an influence between the two variables and is consistent with previous studies. Therefore, Internet Gaming Disorder can be considered one of the factors contributing to changes in students' learning motivation. Although this study offers meaningful insight into the impact of internet gaming disorder on students' learning motivation, it has several limitations. The use of questionnaires may lead to response bias, and the study was limited to one school, making it less generalizable. Additionally, it only examined one independent variable, while learning motivation is influenced by many other factors. The quantitative approach also limits exploration of students' psychological and personal experiences. Future research should broaden the study scope, use varied methods, and consider other influencing factors to gain deeper and more applicable findings.

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