

The Influence of Online Gaming Addiction on Students' Learning Performance

Nurul Izzla Haizam Mohd Zameri, Mohd Izwan Mahmud & Ku
Suhaila Ku Johari

Faculty of Education, National University of Malaysia
Corresponding Author Email: kusahaila@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i6/21779>

DOI:10.6007/IJARBSS/v14-i6/21779

Published Date: 05 June 2024

Abstract

This study aims to examine the influence of online gaming addiction on the academic performance of students. The study was conducted through psycho-educational group counseling involving five respondents aged between 18 and 22 years. The research methodology was qualitative, using a case study design and observations. Data for this study was collected through interview sessions during four session face-to-face counseling group sessions. Data analysis was carried out using a thematic process to generate themes. The study findings revealed three main themes, which the factors, effects, and measures. The factors influencing online gaming addiction are following current trends and peer pressure, using it as an emotional release, and being drawn to the sophistication of electronic games. Online gaming addiction has a significant impact on the decline in students' academic performance, and there are several consequences of addiction, including feeling isolated, a lack of social interaction and task completion, and increased procrastination due to gaming addiction. Measures to address online gaming addiction include creating a daily task schedule, completing assignments early, studying at the library, hiding downloaded games in rarely opened folders, and participating in uniform activities or sports. For future studies, researchers can examine the extent to which the use of online games can provide benefits in the context of learning if used optimally.

Keywords: Addiction, Online Gaming, Academic Performance, Counseling Sessions

Introduction

In line with the current global advancements, the rapid growth of technology cannot be denied. Numerous online gaming and social media platforms exist today, following the current era's development. When we look at our smartphones, we find an abundance of online games that are readily accessible for free. This makes it easy for children and anyone else to become ensnared by online games, requiring only a strong internet connection and a sophisticated smartphone. Present-day technology has a significant impact on human life, with the existence of television, radio, smartphones, gadgets, and iPads from various brands,

all of which quickly influence society. Technology serves various crucial functions and influences various areas, including the entertainment sector, such as online gaming. The development of online games is currently rapid, with improved graphics, gameplay, and visual displays, as well as diverse game genres like action games and more. Games have become increasingly engaging and enjoyable compared to the past, which has led many teenagers to become involved and enamored with them.

Addiction is an obsession with substances or behaviors that harm oneself, characterized by chronic dependency and compulsive behavior toward a substance or behavior. Addiction is a brain disease where there is an excessive craving and desire for a stimulus, despite its detrimental consequences. The pleasure and satisfaction sought from the initial stimulus gradually become a necessity to ensure the normal functioning of the body (Wikipedia, 2021). People become addicted due to their limited ability to overcome or resist their psychological dependence. With addiction, parts of the brain related to motivation control, emotions, rewards, and sensitivity are stimulated to provide pleasure. Some individuals are believed to be more prone to addiction due to their unique brain chemistry, while many doctors argue that anyone can become addicted. Environmental factors, including family beliefs, attitudes, and exposure to peer groups that encourage smartphone usage, also lead individuals to become involved with online games at an early age, (Soh et al., 2014). This is because we can also observe the emergence of new job opportunities, such as game development and the establishment of "Gaming Rooms" for multiplayer gaming, which appeals to young people and sometimes leads to addiction, causing them to forget their allocated time and not have sufficient rest.

Learning performance is the result of a student's efforts in their learning process. If a student has a good focus on their learning, their learning performance will improve, which is determined through measurement and assessment at school. Performance is the outcome of an activity that has been carried out or created, either individually or collectively (Djamarah, 1994). The word "prestasi" comes from the Dutch language, which means "result" or "achievement." Achievement can be attained by possessing intellectual, emotional, and spiritual capabilities, as well as resilience in facing situations in all aspects of life. According to Gagne (1985), performance is the result achieved by an individual in carrying out activities, and it is differentiated into five aspects: intellectual ability, cognitive strategies, verbal information, attitudes, and skills. Therefore, good performance can be achieved through focus and effort in various matters, including learning and work.

Therefore, the researcher aims to examine the impact of online gaming addiction on the learning performance of students. Furthermore, addiction to online gaming is an issue that affects learning performance, leading to a decrease in learning motivation and a decline in student health if they do not get enough sleep and maintain proper eating habits. However, online gaming can also have a positive impact if used properly because it can reduce stress, relieve fatigue and boredom, and allow for the formation of new friendships through gaming. In addition, parental and teacher support can help students avoid online gaming addiction by providing attention, guidance, and promoting positive online gaming experiences. Actions by the government or agencies can also assist in reducing addiction by enacting regulations, disseminating effective information, and more.

Background of The Study

According to Webster Dictionary (1913), a game is defined as a mental and physical contest to be won in a competition. Online gaming began as early as 1969 when games were initially developed for educational purposes. In the early 1970s, a system was created to facilitate online learning, where multiple users could access or use computers collectively at their convenience. According to Surbakti (2017), online gaming has become a new lifestyle for some young people and students. Addiction to these games has a negative impact on learning performance. Such addiction can manifest as a lack of interest in studying, which, in turn, can affect a student's learning performance. Learning is one of the fundamental needs of humans, as individuals have potential that needs to be nurtured and developed for them to succeed. In the present day, learning has become an integral part of human life. The learning process heavily relies on the sophistication of smartphones and internet connectivity, which assist students in accessing a wealth of information at their fingertips.

Therefore, the government and the Ministry of Education must take appropriate measures and efforts to assist students who are increasingly addicted to online gaming, as it ultimately impacts their learning performance and gives rise to various other social problems, such as addiction to explicit content, leading to sexual addiction, and cyberbullying. The government can establish acts or regulations that impose age limits on internet usage, allowing only five to ten hours per day, to help reduce addiction. In South Korea, they introduced the "Shutdown Law," which prohibits children under the age of 16 from playing online games from 12 noon to 6 in the morning (Kalaisilven & Sukimi, 2019). According to Yuen, et al (2018), nearly 53.5% of Malaysians are involved in cyberbullying, sending negative comments on social media and the like. Many Malaysians are unaware that they are involved in addiction issues that, if left untreated, can lead to other mental problems like depression. Counselors and the Ministry of Health can intensify their efforts to help addicted students by organizing seminars or recovery sessions for students addicted to online gaming and social media. The National Information Society Agency (NIA) has established an agency to address addiction issues and educate adolescents about the responsible use of the internet and smartphones. Therefore, the Ministry of Multimedia can strengthen and expand the dissemination of information regarding addiction to parents, making them more aware and capable of monitoring their children's activities more effectively.

Objectives of The Study

The objectives of this study are as follows

1. To explore the factors of online gaming addiction among students.
2. To explore the influence of online gaming addiction on students' learning performance.
3. To explore the factors for reducing online gaming addiction.

Literature Review

Based on a study by Rahyuni, et al (2021), online gaming addiction leads to a decline in academic performance, reduced learning motivation, and decreased social time. Therefore, an individual's lifestyle influences their dependence on online gaming, which, in turn, affects learning motivation and academic performance as well as social time. Online gaming can affect students' learning motivation negatively if they excessively engage in it, resulting in negative effects such as a lack of social time with peers and an impact on academic performance. This is because students who excessively engage in gaming will find it challenging to focus their attention in class due to their higher interest in gaming. Hence,

online gaming can have adverse effects if students become addicted. According to a study conducted by Harahap and Ramadan (2021), a higher level of addiction to gaming will have a significant impact on students' education because students will lose interest in learning. According to a study by Fauzi (2019), online gaming will not have negative effects if students can manage their time effectively. This is because online gaming can have positive effects such as reducing stress and facilitating the creation of new connections.

According to a study by Haryanti, et al (2022), online gaming addiction affects learning motivation, and as motivation decreases, it has a negative impact on students' learning performance. This is because students are less interested in dull learning activities compared to challenging games that stimulate their thinking. Therefore, students tend to become addicted to online gaming, ultimately leading to a decline in learning performance and reduced motivation. Students' awareness is crucial in changing their lifestyle patterns to better balance their time. The study by Rafee (2022) found that addiction to gaming, gadgets, and online chatting among school students has also had negative effects, leading to a neglect of studies among adolescents. The results of this study revealed that respondents had lost their enthusiasm for learning, resulting in a decline in their academic performance at school. This negatively impacted the respondents themselves as long as they remained neglectful and engrossed in gaming. This study is supported by the research of Nahar et al (2018), which found that some students would skip school just to play online games, use chat rooms, and engage in various activities at cybercafes. Therefore, if they continue to miss school, their academic achievement will be significantly affected and deteriorate.

Furthermore, as Erna (2021) discovered, the higher the level of addiction, the lower the academic performance in comparison to students with lower levels of online gaming addiction. This means that if students spend a lot of time on or are addicted to online games, their learning performance will decline, but the reverse will occur if students spend more time studying and focusing on their academics. Therefore, students need to have a high level of awareness to effectively manage their time for various needs, especially when it comes to balancing time for gaming, studying, rest, and other activities. This is because online games do not have negative effects if students know how to allocate their time effectively.

Research Methodology

This study adopts a qualitative approach, utilizing the method of interviews conducted through psycho-educational group counseling sessions. The research involved five undergraduate students, aged between 18 and 22 years. The selection of research participants was based on a focus group approach. In the psycho-educational group counseling sessions, the counselor explored topics related to the influence of online gaming addiction on learning performance, the effects of addiction, and steps to overcome addiction. A total of four group sessions were conducted, each comprising five counseling phases: relationship-building, problem identification, exploring alternatives, and termination. The psycho-educational group counseling sessions assisted the researcher, who was also the counselor, in investigating the issues or problems faced by students concerning the impact of addiction, the effects of addiction, and preventive measures against addiction among students. The goal of the analysis was to obtain relevant data patterns in line with the research objectives. Various psycho-educational activities were conducted, including icebreakers, mind mapping, creative statements of the problems faced, and solution ladders.

The psycho-educational group counseling sessions were conducted over two days, with each session lasting from one hour to one hour and 45 minutes. Each group consisted of five members. The first session, known as "ice breaking," was an introduction session where group members got to know each other. During this session, group members were asked to share information about themselves, such as strengths, aspirations, or hobbies, based on the number of candy wrappers they had. After building trust, confidence, and group cohesion, the subsequent group sessions became more dynamic and were directed toward achieving the research objectives. During this session, group members were also asked to provide their insights regarding online gaming among students today.

The second session focused on the first objective, which was to identify the factors influencing students' addiction to online gaming. Using the brainstorming method, group members listed as many factors as possible that drove them toward addiction to online gaming. Subsequently, group members discussed and shared their lists with other group members. The third session continued with the second objective, which was to explore the potential effects based on the listed factors. This session became more engaging as students had built trust and were willing to share their experiences regarding the effects of online gaming addiction. The fourth session was a termination session conducted through a solution ladder activity. In this activity, students were asked to think of steps or strategies that could help them reduce the effects of addiction on themselves. The discussion of these steps was conducted in-depth using the SAMIC technique in the reality theory. Consequently, the group members were able to develop more realistic and systematic steps that they could implement as soon as possible. After a thorough discussion, the group leader summarized and concluded the session, gathering feedback from the group members throughout the group sessions.

Research Findings

Factors Influencing Students' Addiction to Online Games

The following are some factors stated by respondents in the psycho-educational group counseling discussion.

Following Trends and Peers

This finding indicates that most respondents stated that at the early age of 18, online games became increasingly popular and appealing to young people. Games like Mobile Legends, PUBG, and others captured their interest due to their diverse series that required them to engage in "Counterstrike," which is an online shooting series. Therefore, the captivating gameplay causes them to become addicted without realizing it, and they become even more addicted if they don't play because they aim to achieve victory and elevate their rank in the game.

"I actually got into the world of games because a friend introduced me to PUBG. My friend invited me to play and said, 'You're missing out; it's a lot of fun. Come join me this evening.' At that time, I had heard my classmates constantly discussing and chatting about their game matches. So, I gave it a try, and it turned out to be enjoyable because we compete to win, increase our ranks, and meet many friends we don't know. From there, I started playing other games as well." (R2)

"At first, I tried online games because I wanted to follow the trend. I saw many of my friends talking about the matches they played, which piqued my interest, and I wanted to give it a try. After coming back from class, I immediately downloaded the game, and initially, I played just for fun. But when I didn't play, I felt empty, like my day wasn't as good. It's like that." (R3)

"True, at first, it was because my friends invited me to play one evening in the dorm, and it was a lot of fun when we won and advanced in ranks." (R5)

"Same with me... at first, I followed the trend because Mobile Legends was famous, but I was the one who invited my friends to play, sort of like building our own team." (R1)

Releasing Emotional Stress and Having Fun

Online games that offer challenges or specific levels are appealing and enjoyable choices for relieving stress and fatigue after a full day of classes.

"I've always enjoyed playing games because they provide me with a sense of peace, perhaps. After a tiring day of classes, sometimes we don't feel like doing heavy things like studying or revising. So, with games, it's like a way to release our emotions." (R4)

"That's right... people who love games will understand how enjoyable it is to play, and the tiredness just disappears like that. Moreover, we have friends who share the same interest, making it even more fun. Another thing about games like Mobile Legends, PUBG is that we can freely compete or play with anyone online. So, we meet new friends in the game. But it's true that we or anyone can get so engrossed in playing that we forget everything else." (R5)

"Yes, that's true. Playing games helps me release stress and emotions, especially when I don't feel like interacting with people and just want to be alone. So, games are very helpful for me." (R3)

Technological Advancements in Electronics and Games

The rapid advancement of technology today has successfully created sophisticated and engaging electronic games and devices. In the world of gaming, these technological advancements are utilized in the production of graphics, gameplay methods, game types, and the tools and appealing characters that captivate teenagers and anyone who enjoys gaming, encouraging them to keep playing.

"In games, there are all sorts of instructions and things we want to achieve, so we compete, build things, crack secret codes, and more. It's enjoyable for those of us who play. Another thing is that games have challenging levels, so we enjoy those aspects, and we often want to play without realizing it. So, it becomes an addiction when we don't play games for a day; we just can't." (R2)

"Games pique our interest or attract us to play because of their unique style of play with effects like fire and interesting sounds, as if we are genuinely engaged in a battle. Many of the games nowadays are advanced and make playing enjoyable. Having appealing hero characters, various series or levels to achieve, makes the games fun and entertaining." (R1)

"I enjoy playing online and offline games like salon or cooking games. They have specific levels for me to complete, which allows me to successfully open multiple branches of my shop nationwide. While playing, it's as if I'm really cooking in a beautifully designed shop. It makes me feel like I have my own shop or beauty salon. There are customers we need to take care of, providing the best and quickest service. The beauty and technological sophistication in these games make me or anyone else enjoy playing games." (R4)

Exploring the Effects of Online Game Addiction on Students' Academic Performance

Several effects occur due to addiction to online games on the academic performance of the respondents, including a decrease in academic achievement, feeling isolated, reluctance to interact or socialize with friends, and many unfinished or delayed assignments.

Decrease in Academic Achievement

The impact of addiction has resulted in a decline in the academic performance of the respondents. The respondents are aware that neglecting academics and prioritizing games have led to poor academic performance from one semester to the next, but this habit has become ingrained in them.

"Because I didn't study properly and spent a lot of time on games, my results are really bad, dropping from 3.65 to 3.35. It's my mistake because I thought I was still new in the semester." (R1)

"At the beginning of the semester, I didn't play games much, and my grades were okay, not too high or low, just 3.42. However, after the semester break, I started playing a lot, even during the study week because it was boring, but I knew I had exams. So, the night before the exam or the day before, I'd study at the last minute. When I got the results for this recent semester, it dropped a bit to 3.30. I know it's my mistake, playing too much." (R2)

"I'm the type who studies at the last minute, but I might be a bit lazy, especially playing games. It's my mistake because I lack focus and don't know my real goals, so I play too much and not take things seriously. My result for the early semester was 3.50, and this recent semester I got 3.52; it's almost the same. I should put in more effort; I might achieve better." (R3)

"I'm the same from the beginning of the semester to this recent one, 3.45, no improvement, no decline. I should have made more effort because I know I can't be too relaxed." (R4)

"In my case, my early result was 3.30, and this recent semester it dropped slightly to 2.89. It's disappointing when I see my friends with higher grades." (R5)

Feeling Isolated

The addiction and the enjoyable effects of indulging in online games make the players feel like they are in their own world and find it increasingly enjoyable. Additionally, the captivating presentation of the games, with various decorations and unique features, becomes an attraction for the players.

"As we all know, in these games, there are series, heroes, and missions to accomplish. Sometimes, these things make us unaware of how long we've been playing. The sophistication and enjoyment in games to achieve something and raise our own ranking are what make it feel like we're doing it ourselves." (R1)

"That's right, we get drawn in, and at that moment, it's like we're defending our territory from enemies." (R3)

"Before, I mentioned that the beauty and enjoyment in these games make it feel like I'm opening my own shop and salon there, which makes me want to play more and reach the next level. It's like I'm entering the game and managing everything." (R4)

"Exactly, what our friends say is true. The level of advancement, the theme, the characters, the colors—all of that actually plays a role in making us more interested and fond of playing to the point that we forget and become so immersed that we find ourselves in the game world without realizing it." (R2)

Reluctance to Socialize and Fulfill Responsibilities

The enjoyment of the gaming world makes the respondents lazy to move and fulfill any responsibilities.

"Actually, games are good, but it's our fault because we forget and get lost, ultimately making us lazy to do what we should. We enjoy spending time playing games, especially when we don't know what to do or feel like we have too much free time. Sometimes, we just sit alone in our room and don't want to go out, playing games and feeling bored like that." (R4)

"For me, for example. On holidays, I'm lazy to get up early. Sometimes, I stay in bed all day, and if I get hungry, that's when I'll get up, shower, and go downstairs to find food. It's even worse if my roommate goes home or has soccer practice; I'll just stay in the room alone." (R5) "That's true." (R3)

Delayed Completion of Many Assignments

Most respondents agree that the effects of playing games can lead to the delay of many assignments because they feel it's still early to complete them.

"If it's a full-day holiday or I have a lot of free time, I feel lazy to do anything, whether it's assignments or something else because my mind is set on resting and taking it easy after a hectic day of classes." (R5)

"That's true, and another reason is that we feel the assignment deadlines are still far off, so we relax a lot, including myself. So, during free time, we do our own thing, playing games." (R2)

"I usually gather the materials for my assignments in the middle of the term, but when the deadline is approaching, that's when I start working on them. I don't start early because I'm too relaxed." (R1)

Exploring Steps to Reduce Addiction to Online Games

The following are some steps listed by the respondents to help them reduce their addiction to online games and focus on their responsibilities as students:

Creating a Daily Schedule

A daily schedule is the first step chosen by many respondents. This is because their relaxed attitude and lack of a clear schedule make them feel they have a lot of free time.

"I, myself, didn't have a good study schedule. I mean, I just noted it down in my notebook. We should display our study schedule in a visible place, like the study desk, and make it large to note all the activities on those dates. So, we'll know what actions we need to take without feeling relaxed or having nothing to do." (R1)

"Exactly, for me, the schedule doesn't have to be fancy; it just needs to include what we need to do and the important dates. So, we'll realize that there are many things we need to do, and we don't have a lot of free time. Having a simple and comprehensive schedule helps us remember and remind ourselves to take the necessary actions." (R2)

"Right now we take our phones everywhere. If possible, set the schedule as the main wallpaper; it also helps us to always remember the tasks that need to be done." (R3)

"I agree; we need to have a good schedule, and don't forget to add every task that needs to be done. If there's a schedule but we're still lazy, it won't help us. So, prepare a schedule that's easy to check, like one on the bed, study desk, phone, and so on." (R4)

"True, I think the schedule can help all of us as an initial step. Because for me, I used to think having a study schedule was girlish, but when I thought about it and tried it, I realized it actually makes things easier and helps us always be aware of our responsibilities as students." (R5)

Completing Assignments Early

Completing assignments early can prevent problems of procrastination and subpar work. Having a schedule in place also helps in creating a good work plan.

"Completing assignments early is good for us as students because we won't be stressed at the last minute, and we can produce quality work. Having a schedule also allows us to plan our work well. If we manage our assignments and student responsibilities properly, I don't think games will be an excuse for our academic failure because everything is planned and done at the right time." (R4)

"If we can complete assignments early, we can manage our time well for playing, studying for exams, and socializing. It's not necessarily because of games; it's more about our own management. If assignments are done, and we give our best in exams, then we can play games during our leisure time because it helps us release the stress we have, and we all need some entertainment as a means of expression." (R3)

"I complete assignments early so that I have spare time to play games. This way, I won't get too engrossed in games only. I can submit them to the lecturer for correction before the deadline and make improvements." (R5)

Revisiting the Library

Revisiting the library can change the respondents' inclination to stay secluded in their rooms. Being in the library enables them to review and complete assignments. If they are in their rooms and feel relaxed, they are more likely to play online games.

"After finishing class or during free time, I find it better to revisit the library. If I go back to my room, I'll be tempted to lounge around and forget about the assignments that need to be done, and I'll start playing games until I forget everything." (R5)

"When we're in the library, it's different from the dorm. Aside from the fact that there's no bed, you'll start feeling like you want to relax. In the library, when you see other people working on their assignments and studying, it motivates you to study without thinking about games." (R2)

"I've tried studying in the library, and it helps because the environment there makes you more motivated to do the same things as your peers. The quiet and cool atmosphere makes it more comfortable to focus." (R4)

Hiding Games in Hard-to-Access Folders

Hiding games in a space or folder that is difficult to access can help you not be aware of their presence.

"By hiding the gaming app, it might help a little, even though initially, we know about the game's existence. Over time, we start forgetting about the game by focusing on our tasks. If we can't see it, it won't trigger us to play." (R1)

"That's true, if it's right in front of us, the urge to play intensifies." (R5)

Joining Uniformed or Sports Activities

By participating in beneficial and busy activities, it becomes difficult for the respondents to spend their time on things they shouldn't. Joining uniformed groups or engaging in sports activities can have a more positive impact compared to constantly playing online games.

"For me, to reduce online gaming addiction, we can also engage in beneficial activities like participating in university sports or exercising. For those interested in uniformed units, joining them can be a great way to make the most of our free time." (R3)

"That's true because I see my friends in uniformed groups, and their days are filled with training, making them very busy. Because of this, they don't have time to play games or lounge around. Even though they are always busy, their academic results are still good." (R1)

Discussion

Based on the information obtained from the respondents in the psycho-educational counseling sessions, several factors influencing online gaming addiction among students were identified. These factors include playing online games due to following trends and peer pressure. Four respondents, namely respondents one, two, three, and five, mentioned this factor. The second factor that influences addiction is playing online games to relieve stress and emotional distress or fatigue after class. Three respondents, namely respondents three, four, and five, mentioned this factor. The third factor is the sophistication of electronics and the advancement of gaming applications, which have become one of the reasons for students' addiction to online games. Respondents one, two, and four agreed with the impact of sophistication. These factors have become the main causes of the attraction or addiction that exists in students. If these factors can be identified, students can control them effectively through strategic and systematic steps for implementation.

Furthermore, the study aimed to examine the effects of online gaming addiction on students' learning performance. It was found that addiction can influence learning and increasingly affect students' academic performance if not properly controlled. It same result from study by Harahap and Ramadan (2021); Erna (2021) that show addiction of online games can makes academic performance decrease. Three respondents, namely respondents one, two, and five, agreed and stated that they experienced a significant decrease in their academic performance compared to the first semester, while respondents three and four experienced consistent results that did not change. Based on the data obtained, it is evident that addiction significantly affects students' academic performance. This is because addiction causes students to lose focus and interest in their studies, as their attention and concentration are diverted to the exciting and advanced world of gaming. Therefore, students become easily bored and uninterested in learning, leading to laziness in fulfilling their responsibilities. In addition, there are also several consequences for students due to online gaming addiction, such as feeling isolated, as mentioned by four respondents, namely respondents one, two, three, and four. Respondents three, four, and five stated that they were less motivated to socialize and carry out any tasks or responsibilities because they were

too engrossed in gaming. Due to excessive gaming, respondents one, two, and five mentioned that many of their assignments were delayed and left uncompleted. Addiction is an unhealthy condition that can lead to various issues, as mentioned, and can also have adverse effects on health if not managed properly, including aspects such as nutrition, hygiene, and rest.

Among the steps to reduce online gaming addiction as stated by the respondents are as follows first creating a task schedule (respondents one, two, three, four, and five). Respondents three, four, and five mention that by completing tasks ahead of time, they can effectively allocate their study and playtime and produce better results. Planning and working on tasks early can lead to improvements. The next step mentioned by respondents two, four, and five is to study at the library, which helps to spend time more productively. This is because, when returning to the dorm, students are more inclined to play games than to study, as they feel it's a time for relaxation. Hiding games that are downloaded on the phone in folders that are difficult to access can help students continue playing. Respondents state that if the applications are not easily visible, it's harder for them to keep playing. Although it may be challenging for individuals addicted to games at first, occupying themselves with tasks and other activities will redirect their focus. Respondents one and three state that engaging in useful activities such as joining uniformed units and sports can prevent online gaming addiction because they have busy schedules filled with physical training.

Conclusion

Online gaming addiction is a highly dangerous issue for individuals who cannot control it. This is because it can affect various aspects of a person's life, including their education, health, social life, and behavior. Many Malaysians may not even realize that they are dealing with addiction, whether it's related to gaming or social media. Therefore, social influence plays a significant role in addressing addiction, with support coming from parents, the government, organizations, and teachers. Their encouragement and support can prevent addiction from developing in the first place. Studies have shown that online gaming addiction can have a detrimental impact on students' academic performance. Therefore, it is essential to control and address this issue early on before individuals, or children, develop severe addictions that are challenging to treat.

References

- Ab Rahman, A., Nozlan, N. N., Thaidi, A. H. A., Ab Rahman, M. F., & Zakaria. (2020). Isu Penggunaan ICT Dalam Proses Pengajaran dan Pembelajaran (PdP) Bagi Pelajar Orang Kurang Upaya (OKU) dan Institusi Pendidikan Sewaktu COVID-19. *Universiti Sains Islam Malaysia*, 1-9.
- Sirait, A. M. A., Bestari, R., Simbolon, M. J. (2019). Hubungan Tingkat Kecanduan Game Online dengan Indeks Prestasi Siswa SMA Swasta Nasrani 3 Medan. *Jurnal Kedokteran Ibnu Nafis*. 8(2).
- Aklima, F. N. (2019). Hubungan Intensitas Bermain Game Online Dengan Prestasi Belajar Siswa Di Sd Negeri 2 Banda Aceh. *Jurnal Tunas Bangsa*, 6(2), 302-310.
- Ahmad, W. M. I. F. W., Mohd, S. M., Wahab, A. N. A., Jan, N. M., Kamarudin, S., & Kaco, H. (2022). Permainan Dalam Talian: Trend Terkini di Kalangan Murid Sekolah Menengah di Malaysia. *International Journal of Education, Psychology and Counseling*.
- Dananjaya, S. A., Adiwibawa, D. N., Wanadiatri, H., & Ainin, D. Q. (2022). HUBUNGAN KECANDUAN BERMAIN GAME ONLINE PADA SMARTPHONE TERHADAP PRESTASI

- AKADEMIK SISWA KELAS 12 SMA 1 GERUNG TAHUN 2019. *Nusantara Hasana Journal*, 2(4), 187-195.
- Fitriatun, E. (2023). Kecenderungan Kecanduan Game Online Pada Masa Pandemi dengan Prestasi Akademik Mahasiswa. *Jipmor: Jurnal Ilmu Pendidikan Dan Humaniora*, 1(1), 13-20.
- Fauzi, A. (2019). Pengaruh Game Online Pubg (Player Unknown's Battle Ground) Terhadap Prestasi Belajar Peserta Didik. *ScienceEdu*, 2(1), 61-66.
- Grizolio, T. C., & Scorsolini-Comin, F. (2020). How Has Parental Mediation Guided Internet Use By Children and Adolescents? *Psicologia Escolar e Educacional*. 5 (24).
- Harahap, S. H., & Ramadan, Z. H. (2021). Dampak Game Online Free Fire Terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal BasicEDU*, 5(3):1304-1311.
- Hendrawan, G. B., Marlina, R. (2022). Persepsi Siswa Terhadap Penggunaan Game Edukasi Digital Pada Pembelajaran Matematika. *Jurnal Pembelajaran Matematika Inovatif*, 5(2:395-404).
- Haryanti, N., Hasanah, M. A., & Utami, S. (2022). pengaruh Game Online Terhadap prestasi Belajar dan Motivasi Belajar Siswa MI Miftahul Huda Sendang Tulungagung. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa dan Pendidikan*, 2(3), 131-138.
- Hashim, N., & Razali, A. (2019). Teknologi dan media sosial dalam komunikasi ibubapa dan anak-anak. *Jurnal Komunikasi: Malaysian Journal of Communication*, 35(4), 337-352.
- Kurniawati, I., & Utomo, H. (2021). Pengaruh Kebiasaan Bermain Game Online terhadap Prestasi Belajar Siswa SD. *Elementa: Jurnal Pendidikan Guru Sekolah Dasar*, 3(1).
- Kalaisilven, S., & Sukimi, M. F. (2019). Kawalan Ibu Bapa terhadap Anak-Anak dalam Penggunaan Media Sosia. *Akademika*, 89(1): 111-124.
- Rahyuni, R., Yunus, M., & Hamid, S. (2021). Pengaruh game online terhadap motivasi belajar dan prestasi belajar siswa SD Kecamatan Pammana Kabupaten Wajo. *Bosowa Journal of Education*, 1(2), 65-70.
- Rafee, S., & Ali, M. N. (2022). Ketagihan Gajet di Kalangan Pelajar Sebuah Sekolah di Pulau Pinang: Kajian Kes Menggunakan Intervensi Tazkiyah An Nafs. *Journal Contemporary of Islamic Counselling Perspective*. 1(1):1-15.
- Surbakti, K. (2017). Pengaruh game online terhadap remaja. *Jurnal Curere*, 1(1).
- Shaji, M., & Sebastian, T. (2020). Parental Mediation of Adolescents' Internet Use. *International Journal of Behavioral Sciences*.
- Soh, P. C. H., Charlton, J. P., & Chew, K. W. (2016). The influence of parental and peer attachment. *Akademika University of Illinois*, 89(1).
- Soh, P. C. H., Charlton, J. P., & Chew, K. W. (2014). The influence of parental and peer attachment on Internet usage motives and addiction. *First Monday*.