A STUDY ABOUT ONLINE GAME ADDICTION AMONG STUDENTS OF STATE SENIOR HIGH SCHOOL 6 PADANGSIDIMPUAN CITY

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Abstract

The rapid development of knowledge and technology has had more impact on people's lives recently. The research location was at SMA Negeri 6 (Senior High School) Padangsidimpuan City. The population used in this study was all students of SMA Negeri 6 (Senior High School) Padangsidimpuan City. Online Game addiction is categorized as a very high category and there are 49 students with a percentage of 47.57%. Then, 6 students are in a high category with the percentage of 5.83%, 7 students are in a moderate category with the percentage of 6.80%. Moreover, there are 25 students in a low category with a percentage of 24.27%, and there are 16 students in a very low category with a percentage of 15.53%. The online game addiction aspects used are; the average score of salience obtained is 16.38 with a percentage of 65.52%. The aspect of tolerance is 16.43 or equivalent to 65.72%, the aspect of mood modification is in an average of 15.94 or equivalent to 63.76%. In addition, the average score on the aspect of repetition or relapse is 16.02 or equivalent to 64.08%, the average score on the withdrawal aspect is 16.82 or equivalent to 67.28%, and the average score on the conflict aspect is 15.91 or equivalent to 63.64%. Finally, the average score of problem aspect is 16.53 or equivalent to 66.12%.

Keywords: Game Online, Addiction

Abstrak

Pesatnya perkembangan ilmu pengetahuan dan teknologi akhir-akhir ini semakin membawa dampak yang lebih besar terhadap kehidupan masyarakat. Lokasi penelitian di SMA Negeri 6 (Sekolah Menengah Atas) Kota Padangsidimpuan. Populasi yang digunakan dalam penelitian ini adalah seluruh siswa SMA Negeri 6 (Sekolah Menengah Atas) Kota Padangsidimpuan. Kecanduan Game Online termasuk dalam kategori sangat tinggi yaitu terdapat 49 siswa dengan persentase 47,57%. Kemudian, kategori tinggi sebanyak 6 siswa dengan persentase 5,83%, kategori sedang sebanyak 7 siswa dengan persentase 6,80%. Sedangkan kategori rendah terdapat 25 siswa dengan persentase 24,27%, dan kategori sangat rendah terdapat 16 siswa dengan persentase 15,53%. Aspek kecanduan game online yang digunakan adalah; rata-rata skor salience yang diperoleh adalah 16,38 dengan persentase 65,52%. Aspek toleransi sebesar 16,43 atau setara dengan 65,72%, aspek modifikasi mood rata-rata sebesar 15,94 atau setara dengan 63,76%. Selain itu, rata-rata skor pada aspek pengulangan atau kekambuhan sebesar 16,02 atau setara dengan 64,08%, rata-rata skor pada aspek penarikan diri sebesar 16,82 atau setara dengan 67,28%, dan rata-rata skor pada aspek konflik sebesar 15,91 atau setara dengan 63,64. %. Terakhir, rata-rata skor aspek masalah sebesar 16,53 atau setara dengan 66,12%.

Kata Kunci : *Game Online, Kecanduan*

INTRODUCTION

The rapid growing of science and technology has had a big impact on people's lives lately. The impact is not only in positive side but also negative one. Therefore, anticipation of this negative impact must be done to avoid other extraordinary impacts. Some of the negative impacts that can be immediately seen including information that are easily obtained without filters, the availability of services that are not related to Indonesian character and culture, and the number of games that can make users careless from time to time. If some of the impacts mentioned above are left unchecked, they can certainly affect the psychology and attitude of its users. This concern is also felt by the current government.

In line with these developments, people also faced the presence of the corona virus which forces all aspects of life to be limited in terms of face to face. Likewise, what is currently experienced in the world of education, all learning activities are also limited to face-to-face and all students have to study from home with the help of the internet. Students' friendship and their social life are increased through smartphones as one of the tools used for online learning (internet). This case is feared to trigger smartphone addiction among students.

The greatness of smartphones cannot be denied today. The wisdom and ethical attitudes must be owned by the users, so it does not cause negative impacts due to its use. Adolescence is a period of behavioral, psychological and intellectual development. The specificity of this period is generally seen by a great curiosity about what is seen and felt, such as technological developments and online games. Games that were previously only done offline can now be played online which can directly connect with other players. The prevalence of online game use in Indonesia in 2017 was around 54.13%, with a percentage of 82% users aged between 9 and 24 years. Detiknet also revealed that nearly fifty percent of gamers in Indonesia are students (Yossi Naomi M, 2020: 2). The American Psychiatric Association (2013) made a diagnosis of online game addiction and diagnosed it in DSM 5. The researcher's opinion also points to online game addiction, which is a continuum because there is no a clear agreement among people who are addicted to online games and those who are not addicted to them (Block, 2008, in Xu, Turel, & Yuan, 2012). Currently online game users reach nearly 15 million (Yudhianto, 2013

These online games are availably consumed by gamers of various age groups and genders. Children and adolescents tend to be more interested in games than other age groups, so the risk of game addiction is also greater. Online game addiction can affect social aspects of daily life, starting from the quality of interactions with loved ones, self-image, and to changes in individual behavior. It is because the time spent in cyberspace causes individuals to interact less with other people in the real world. This happens because individuals are accustomed to interact only in one

direction with the computer, which makes their behavior similar, and it makes them difficult to express themselves in a real environment (Susanto, 2010). Based on the bad things that happen due to online game addiction above, it is necessary to anticipate it by finding out and then classifying students who experience addiction and then providing the best therapy to recover the addiction. Thus, people will not lose the next generation who should be competent in knowledge and morals. Indeed, there is no quantitative data on online game users, especially those in Padangsidimpuan city. However, the data disclosed by Yosi Naomi M, 2020: 2) states that fifty percent of the players are students and they represent the city of Padangsidimpuan. This research is also an integral part of previous research and will be carried out in the future.

METHOD

The type of the research was descriptive quantitative. This was done to describe or explain various existing conditions, situations or phenomena by using a numerical approach. The research location was at SMA Negeri (Senior High School) 6 Padangsidimpuan City which is located on Jalan Sutan Sori, Padangsidimpuan city. The population used in this study was all students of SMA Negeri (Senior High School) 6 Padangsidimpuan City. This study used a proportion technique with stratified random sampling to determine the sample. Indeed, the existing population consisted of subgroups and separate samples drawn from these subgroups. In this study the researcher took 15% of the selected population. Out of a total of 1073 students from SMA Negeri 6 Padangsidimpuan, they were divided into 2 groups, namely the group that played online games and the group that did not play online games. It was known that there were 686 students who play games and 387 students who do not play. Furthermore, a sample of 15% of students who played online games was taken, namely 103 students who were randomly selected as the sample in this study. The questionnaire used in this study was a modified questionnaire from a questionnaire that had been prepared by Lemmens. The total of Lemmens questionnaire consisted of 21 questions plus the appropriate questions, and 35 questions were obtained from 7 aspects. This aspect went through two validation axes, namely content validation by two experts, and item validation.

RESULTS

This study aimed to analyze the level of online games addiction from students of SMA Negeri (Senior High School) 6 Padangsidimpuan. This study used a questionnaire as a data collection technique regarding online game addiction. In this study, the questionnaire was given once to students who had been selected as samples after being interviewed at the beginning of the meeting, to know whether these students had ever played online games or not. To complement

the questionnaire data, the researcher also observed students' activities during study hours and also during breaks. To know students' responses to the questionnaire responses, the researcher conducted limited interviews with several students. This was done to draw a more comprehensive conclusion from this research. Data analysis for this study was carried out using Microsoft Office Excel software.

1. **An Analysis of Average Score on *Online Game* Addiction**

Questionnaires were given to students to find out the level of online game addiction of students at SMA Negeri (Senior High School) 6 Padangsidimpuan. This questionnaire had five choices at intervals of 1-5 for each answer. Table 4.1 presents descriptive statistics of the total statements regarding online game addiction. The complete data about the ability to think logically can be seen in the appendix. The online game addiction variable had 35 valid items, with a tiered score between a score of 1 to a score of 5 based on the types of favorable and unfavorable items. The distribution of the highest and lowest scores of the online game addiction variable is as follows: The highest score was 5 X 35 = 175. The lowest score was 1 X 35 = 35. According to Azwar, to determine the benchmark for the high and low measurement results of the online game addiction variable, 5 categories were used including very high, high, medium, low and very low category.

Based on the test results, it was found that in the online game addiction variable, the highest online game category was very high and there were 49 people with a percentage of 47.57%. In the very low category, there were 16 students with a percentage of 15.53%. This shows that the number of students who are addicted to online games at a very high level is quite large. This also shows that online games have become very familiar to the students' lives at SMA Negeri (Senior High School) 6 Padangsidimpuan.

Online games that are accessed using the internet network have developed rapidly and are popular with many groups, including teenagers and specifically students in this case. The limit of moderate use of online games can basically be said to be a means of entertainment or free time activities, but there are also online game players who have difficulty in controlling their playing habits, so they become addicted to it (Arjadi, 2015).

Addiction to online games among students, which in this case is included in the category of teenagers in Indonesia, may still be a new phenomenon and it is not considered as a serious problem, but the number is increasing and its impact on their physical and psychological conditions cannot be underestimated. The prevalence of online game addiction in Indonesia is suspected to be higher than a number of developed countries in Asia. The Cipto Mangunkusumo hospital (RSCM) has opened a special clinic for addictive

behavior since 2015 and until now has treated dozens of adolescent and adult patients from various regions that have experienced very severe online game addiction. Dr. Siste is also concerned that public awareness about the impact of online game addiction is still very low, so they don't feel that online games addiction is something that is important for many people to realize, including parents, teenagers, and in this case, students (Kurnia Santi, 2019).

Another thing that causes online game addiction is Sensation Seeking, which initially aims to get optimal excitement or desire and look for new stimuli and maybe the desire to get away from boredom, so the game consumers look for something new in online games. Research by Mehroof and Griffiths (2010) found that there is a significant relationship between online game addiction and sensation seeking. This is in line with what was conveyed by students through interviews that initially students never played online games and when they tried they felt very happy because of the visuals displayed and then the feeling of boredom that had previously arisen in other activities disappeared, but then students became unable to control himself while playing and make students become addicted to this online game and cannot stop playing.

2. **An Analysis of Average Score on *Saliance* Aspect**

The aspect of salience means playing online games becomes the most important activity in a person's life and dominates his thoughts, feelings, and behavior (excessive use). Gamers who experience addiction will always think about the online game that is being played because it has become one of the important things for them, so most of their free time will be used to play online games and even time to study is also sometimes used to play online games.

In the questionnaire used, statements related to aspects of salience are in items no 1 to 5. The statements means that students think about online games all day, then students play online games to feel more comfortable then students become stressed if they don't play online games. Then, students can't think of anything else but online games and online games have become the main thing in students' live. Based on the results of the questionnaire that was filled in by students, the average obtained was 16.38 with a percentage of 65.52%. This figure is large enough to exceed 50% and shows that the significance of online games for students is very high. The highest answer is the maximum value and the lowest answer is 5 as the minimum value.

The results of interviews with 3 students with the number on the maximum salience scale said that at first the students only played for about one to two hours to fill their free time, increasingly here they could not be separated from online games, plus the games played

were not only one but could be two or three online games and caused him to have no time to do anything else. Students just keep thinking about this online game and trying to make the game accounts they play bigger and stronger. So the longer you play, the more you make online games the main thing to do. Sometimes students forget to eat and pray because they are too focused on the online games they play. With a follow-up question whether students try not to think about online games all day long, the answers from students are that they have tried but it is very difficult to get online games out of their minds.

For students who have low scores on the salience scale, students only play online games such as level raising games, or matching colors and shapes games, and puzzle solving games. Based on interviews with students who get minimum scores, playing online games is only done when there is no work or other activities, then playing online games is also just to refresh the brain after studying or doing other activities, apart from watching TV or drama.

Based on the results of questionnaires and interviews after observations, it was known that students who have a high total score on the salience aspect have made online games very important and very attached to their lives and feel that online games are very meaningful to themselves and students find it difficult to get rid of online games. This impact makes students find it difficult to concentrate and focus on studying or doing an activity except when playing online games.

3. **An Analysis of Average Score on _Tolerance_ Aspect**

Based on the test results, it was found that the average of online game addiction in terms of tolerance was 16.43 or equivalent to 65.72%. This aspect is also quite high with the level of addiction and has reached 65%. Then, this aspect measures the attitude of accepting ourselves when we do something. Usually, this tolerance relates to increasing the limit on the amount of time used in doing activities, which in this case is playing online games. Most online game players will not stop playing until they are satisfied with playing online games.

The questions about tolerance aspect are in questions number 6 to the questions about the fact that students are not able to stop playing online games after starting them and their sleeping hours are reduced because they are used to bargain online games. Then, they increase the duration of playing online games at school and the time for doing assignments. From the answers given by the students in the questionnaire that has been given, it can be seen that students who are already in the online game addiction stage with maximum and almost maximum scores while playing online games continue to increase until they sacrifice sleeping, studying and also doing assignments.

From the interviews with students whose questionnaire scores were maximum and

almost maximum, it was found that at first students only play online games to fill the time gap. One of the students answers that initially students play online games because they feel lonely at home. However, it is also difficult to leave the house to meet other friends, so students spend time playing online games. Then, after starting online games, if friends or family invite them to socialize, it becomes difficult to do and they just want to play online games. Even when gathering with family and friends, students prefer to play online games because students feel very comfortable when playing online games rather than gathering and socializing. This level of addiction is already at a very high level and has an impact on students' daily lives.

The students realize the change in themselves that the time given to online games is increasing and make him prefer to play online games in peace. In addition, students whose scores in the tolerance aspect were very high answered that at first they joined in playing online games because they were invited by friends and to get recognition from around them. But over time it is online games that give him a sense of comfort so that he prefers to play online games and continues to increase his time playing online games. Sometimes it can be up to 20 hours to play online games to catch up on the reputation that your friends give you if you manage to level up with all its advantages. This will ultimately have a very bad impact on students.

4. **An Analysis of Average Score on *mood modification* Aspect**

Aspects mood modification can include relaxation associated with escaping from problems and stress, which is a person's subjective experience due to playing online games. Online game players will feel a mood change that increases and improves when they start playing online games. Lemmens stated that mood modification refers to the term of drunkenness in drug addicts. Mood modification is also a sedative and relaxation related to escaping from problems. Statements related to this mood aspect are stated in questions number 11-15 with statements such as "students playing online games to forget real life, then students do not care about other people such as parents, family and friends because they continue to play online games, students become angry if they cannot playing online games, students feel calm when playing online games and when they have successfully stopped playing online games in a short time students resume playing online games.

Based on the test results, it is known that the average mood aspect was 15.94 or equivalent to 63.76%. This value is smaller comparing to the two previous aspects, namely the aspect of salience and the aspect of tolerance; yet, the percentage of this mood aspect is also relatively high. These things indicate that students who have the online game addiction

stage often use online games as a means to forget the real world and then often ignore the people around them because they play online games. In addition, the students often become easily emotional and feel uneasy if they cannot play online games, and when they just finished playing online games for a while the desire to play online games reappeared and in a short time students were playing online games again and led to an increase in the duration of students' playing online games.

From the interviews conducted, it is also known that students have this mood aspect with maximum and almost maximum values. Initially, students started to play online games because they saw very renewable media, real-time interactions and all the cool stuff in the online game. However, after getting into it, it became difficult to get out and instead experienced some social problems, such as having anxiety in building real interpretive relationship and finds it very difficult to break away from online games. Moreover, when they managed to stop for a short time, the desire to play online games came back very strongly, so the students did not stop for a long time and immediately started playing online games again. There is also a feeling of emptiness in students when they are not playing online games, which results in feeling of annoyed and angry when they cannot play online games. The same thing happens when there are family events or friends gathering. Students feel more like playing online games than building interpersonal social relationships, building memories together with family and friends. Students realize that they have made a mistake and have neglected and ignored the people around them, especially the family, that case also happens like when the mother calls for help while students are playing online games, students find it difficult because they have to stop playing online games to carry out orders that said by parents so that students choose to be silent and pretend not to know the calls made by parents.

In addition, when friends invite them to socialize, students feel that it is a waste of time to use them to meet friends and prefer to play online games, but if friends invite them to play online games, high enthusiasm arises in students, so students want to leave home and join in but when at the location students say that they don't interact in the real world, they interact through the online game. Another worst thing that was felt by students was that students felt angry when they could not play online games and also felt very angry when they were told to stop playing online games.

5. **An Analysis of Average Score on *Relapse* Aspect**

The result of this relapse aspect is related to the player's tendency to repeatedly return to the initial pattern of playing online games. When online game players try to reduce their

playing time, at the addiction stage, players will always return to their original patterns and fail in their attempts to reduce their playing time and intensity. The statement related to this aspect is that students fail to reduce the time they play online games, then students play online games longer than students think. In addition, students spend a lot of free time playing online games, students feel anxious when they see other people playing online games and want to play online games immediately too. The next statement is that students become very angry if someone disturbs students while playing online games. This aspect is in questions 16-20.

Based on the test results, it is found that the average repetition or relapse aspect was 16.02 or equivalent to 64.08%. The percentage of relapse aspects is also very high. These things show that students who have been categorized to the online game addiction stage often relapse to be able to continue playing online games; students are unable to reduce the hours they play online games. Then, students also cannot manage time to play online games according to what they want, always more than planned. When they have free time such as holidays and so on, students prefer to play online games rather than doing other activities that are more useful. Then students who experience addiction at a very high level always feel uncomfortable and want to immediately play online games if they see people playing online games. Students also feel very angry and annoyed when someone prohibits them from playing online games. This can be seen through observations, when filling out a questionnaire given by students while playing online games, and when their friends ask to stop for a moment and immediately fill in the questionnaire given by students they don't care and keep playing online games. When other friends commented back the student became irritated and replied rudely to ignore him and he would immediately fill out this questionnaire. This shows that students are already in the high level addiction stage. This is evidenced by the results of interviews with the student concerned, and several friends who have the maximum repetition aspect value.

Based on interviews with the students, it is conveyed that it is very difficult for them to stop playing online games when they have started and when planning to play online games for only 2 hours sometimes it becomes 6 hours or even more. Especially on holidays like Sundays, students sometimes start playing online games from 8 o'clock after finishing breakfast and continue playing online games until almost sunset and forget to pray, eat and so on. Students feel this is bad, but students feel they are no longer aware of time if they are already playing online games. The results of interviews with 3 students who had the maximum value of the relapse aspect also found that they were very annoyed and angry if

someone forbade them to play online games. The students' parents told them to stop playing online games first and help their parents, and the students felt very angry and annoyed by saying harsh words and leaving the house so they could play online games. Students realize this is a mistake, but if they are playing online games the feeling of wanting to complete all levels and-or raise their level is very necessary, so when they are engrossed in playing then being told around is very disturbing and students become very annoyed and angry.

6. **An Analysis of Average Score on *Withdrawal* Aspect**

This aspect discusses the unpleasant emotions or physical effects that occur when the game is suddenly reduced or stopped. Therefore online game players will find it increasingly difficult to withdraw from the habit of playing excessive online games.

Based on the test results, the average obtained in this aspect is 16.82 or equivalent to 67.28%. This figure is quite high in terms of percentage. This means that students who are already at a high level of addiction tend to be frequently lying about the length of time playing online games, and the amount of time of playing online games is increasing every day. In addition, students often have the urge to continue playing online games and when no one is watching, students play online games to their heart's content and when they are prohibited from playing online games the desire to play online games is even greater.

7. **An Analysis of Average Score on *conflict* Aspect**

The conflict aspect discusses about the interpersonal conflict resulting from excessive playing of online game activities. Conflicts can occur between players and the people around them. Conflict can also include arguments and rejection as well as lying and cheating.

From the test results, the average obtained in this aspect is 15.91 or equivalent to 63.64%. This figure is quite high in terms of percentage. This means that students who are already at a high level of addiction have conditions where they often fight with family, friends, and others about how long they play online games, and students also often neglect other important activities such as studying, eating, sleeping, and others to play online games. Students feel that they are addicted to online games and students have stolen money to play online games and lost friends because of online games.

Based on the observation result, it was shown that at the break time, students who choose to play online games are alone in class, the food they buy is ignored and not eaten, and even students also choose to play online games when learning takes place. This fact will have an impact on students' focus on learning so that it will have an impact on students' comprehension of learning. This is in line with the observations made by Wieke (2015) at SMP Muhammadiyah 3 Yogyakarta where it was found that students are often busily

discussing online games in class when lessons are in progress. The teacher often remains and gives sanctions but does not deter students and still repeat them in the future. In fact, by disrupting student learning concentration by the pleasure of online games, students experience many problems in learning. One of them is difficulty in following lessons and it can have impact on low students' achievement at school. Every time their mind will be covered with various things about online games, about finding the ways to win the competition, about the possible strengths and weaknesses of both yourself and your opponent, and other things. This will be very time-consuming, energy, cost and thought. Another psychological bad influence of online games is that the mind constantly thinks about the game being played. Therefore, people who experience excessive online game usually have difficulty in concentrating on studies, work, and they often skip classes or avoid working and making a person indifferent, finally less concerned about various things around them. In addition, online game players will excessively do various ways to be able to play games, such as lying of stealing money. The habit of interacting one way with the computer makes the gamers become introvert and feel difficult to express themselves in a real environment

This was found when the researcher conducted interviews with students who got the maximum score on this conflict aspect, where students said that to buy chips to play domino high online games. To buy skins in the legend mobile game, students also steal parents' money, and they have also taken tuition fees, exaggerated school fees, tutoring, and other actions, so they can buy online game goods. In that case, students feel guilty, but to level up this online game students become blind to everything and choose to carry out these manipulative actions. In addition, students have fought with friends because they lost playing online games and accused friends of not being good. In addition, students also fight because they owe friends but cannot pay the debt to buy the online game goods.

Other students stated that the time to play online games was a debate at home. Parents are often angry so students feel annoyed and don't care. Sometimes they utter words that yell at his parents and friends around him, they feel that they don't care about the environment around them, thus making their relationship with their family. This is in accordance with what was conveyed by Gentile (2009) where adolescents who show symptoms of online game addiction which lead to pathological behavior include mental emotional problems. Online game addiction can cause time distortion, inattention, hyperactivity, violent actions, negative emotions, and aggressive behavior (Christian, Christhop, Mehmet, & Tuncay, 2014; Sukkyung, Euikyung, & Donguk, 2015). Being addicted to playing online games will also have a negative impact, especially from a

psychological, academic and social point of view. Psychologically, the mind becomes constantly thinking about the game being played so that students find it difficult to concentrate on lessons and often skip classes.

8. **An Analysis of Average Score on *Problem* Aspect**

The problem aspect discusses the problem that occurs caused by the activity of playing online games excessively, so it encourages the displacement of other activities such as school, work, and socializing. Problems can occur for individual online game players, such as loss of control. In this aspect, the statement given relates to students who are not being able to reduce hours of playing online games, no one can influence students to stop or reduce playing online games, then students also play online games to relieve stress. Besides that, the statement about playing online games makes student achievement decrease and causes problems in the relationship between students and their families and friends and the people around them.

Based on the test result, the average score of this problem aspect is 16.53 or equivalent to 66.12%, a big percentage score for this problem. This shows that students who are addicted to online games face problems in their lives caused by the online games that they play. Based on interview with students who have the maximum total score, it was found as the biggest problem they faced. It is because they feel difficult to concentrate and focus on learning, difficult for students to understand learning and having an impact on grades and learning achievement, so parents were angry and reduced the amount of money given, so students sometimes have to lie about the amount paid for school and also sometimes steal parents' money for the need to play online games. One of the students was caught and ended up having a fight with the parents so now it is very difficult to get the parents to trust the students.

This is related to the findings by Darma (2011) stating that the negative impacts of online games on students or children are as follows: 1) Children spend more time playing online games during hours outside of school. 2) Learning concentration is disrupted because students' minds tend to lead to games in online games. 3) Students fall asleep at school. 4) They often neglect duties and responsibilities as a student. 5) Grades at school decreased. 6) Lying about how much time has been spent playing online games. 7) Prefer playing games rather than playing with friends. 8) Keep away from social groups (clubs or extracurricular activities). 9) Feeling anxious and irritable when not playing online games. Based on the explanation above, it can be understood that playing online games for students tends to have more negative impacts than positive impacts. This is understandable because online games contain more violent content, and cause student concentration to be disturbed, study hours are reduced, and the

content of online games is not directly related to the subject matter at school. This negative impact arises because as much as 89% of games contain some violent content.

DISCUSSION

The results obtained show that the level of online game addiction among students is in the very high category, the average score for each aspect of % addiction is greater than 60%. This shows that there are important conditions that must be considered regarding the impact of online game addiction by parents, teachers and also the students' environment. Basically, online games do not only have a negative impact, but there are also positive impacts that can be obtained from online games. This positive impact is based on the students' interviews result with moderate, low, and very low addiction levels which show that when they are very bored at doing homework and learning, they play online games for a while; and it can refresh students and make them more enthusiastic to do homework and study again. Then, sometimes a feeling of fun appears when the students play and even continues and they immediately turn off their cellphones and also focus on studying.

Students with high and very high levels of addiction said that the positive impact given by online games was that students became more courageous, and students generally felt lonely in the real world, but when they were in line online games, students received praise from students, teammates while playing, and increase self-confidence. Other students also said that students always feel lonely because online games can be more fun and less stressful, but all focused on online games only. Based on the results of the interviews, the positive impact felt by students on the social environment outside of school is when they are in an internet cafe they often meet new people who have the same hobby of playing games. The most prominent subject in school is computer subjects. Students' learning outcomes are classified as middle considering that the school's ranking is only 10 to 15 in class, but students admit that when they study in class students quickly complete the material when problem solving takes place. Students prefer to spend their free time by inviting their friends to the cafe. Students also prefer to try other games if the games they usually play lose and choose to play online games in their spare time. Most of the respondents admitted that they were rarely prohibited by their parents, this shows that parental supervision has an impact on the intensity of children's playing online games. The most positive impact felt by students from playing online games is that it is easy to meet new friends who have the same hobbies. Someone who is addicted to online games shows addictive behavior. Students admit that they sometimes skip school, so they can play online games without interruption. Students also tend to place online games as something that plays an important role in their life satisfaction, so they

feel less enthusiastic for school because they already have an attachment to play online games frequently. Therefore, many students sometimes often skip lessons and school time, which has an impact on their learning outcomes.

Some of the cases described above show the conditions experienced by students who are addicted to online game. This condition must be considered carefully by parents and teachers, so it does not get worse. This condition is in the acute addiction stage and will become a disease which according to WHO is a fairly serious health problem. Several things that can be done to help students get out of online game addiction are: first, the role of parents in minimizing online game addiction that has been given namely: Supervising children by limiting playing time, choosing and avoiding games that are highly addictive and choosing games that can be played by family. In addition, parents must always accompany their children when they want to play because parents play an important role in the development of children, thereby setting a time limit for children to play.

CONCLUSION

Related to a very high category of online game addiction, there are 49 students with a percentage of 47.57%, and 6 students with a percentage of 5.83% in a high category. Then, there are 7 students with a percentage of 6.80, 25 students with a percentage of 24.27% in a low category and finally 16 students with a percentage of 15.53% in a very low category.

In relation to the aspects of online game addiction, the average score of salience aspect obtained is 16.38 with a percentage of 65.52%. The average score of tolerance aspect was 16.43 or the equivalent of 65.72%, the average score of mood aspect or mood modification was 15.94 or the equivalent of 63.76%. The average score for the repetition or relapse aspect is 16.02 or the equivalent of 64.08%, the average score for the withdrawal aspect is 16.82 or the equivalent of 67.28%, the average for the conflict aspect is 15.91 or the equivalent 63.64%. The average score of problem aspect is 16.53 or equivalent to 66.12%. The highest rank of aspects is withdrawal or the desire to continue playing and the lowest is mood.

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