

The Correlation Between Online Game Addiction and Learning Motivation of Class VII Students at Mts Negeri 1 South Jakarta

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Article History

Received : January 02, 2026

Accepted : January 12, 2026

Published : January 13, 2026

Available Online:

January 13, 2026

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Cite This Article:

Lopulalan, F., Dinaryanti, R. S., Rostarina, N., & Ramadhan, G. E. (2025). The Correlation Between Online Game Addiction and Learning Motivation of Class VII Students at Mts Negeri 1 South Jakarta. *Jurnal Kesehatan Dan Kedokteran*, 5(1), 157–164.

DOI:

<https://doi.org/10.56127/jukeke.v5i1.2468>

Abstract: Online gaming has become increasingly popular among adolescents, and its interactive features may encourage prolonged use that can develop into gaming addiction, potentially disrupting academic engagement and reducing learning motivation. **Objective:** This study aims to examine the relationship between online game addiction and students' learning motivation among grade 7 students at MTs Negeri 1 South Jakarta. **Methodology:** This research employed a quantitative cross-sectional design. Data were collected from grade 7 students at MTs Negeri 1 South Jakarta and analyzed using the chi-square statistical test to assess the association between online game addiction and learning motivation. **Findings:** The results showed a statistically significant relationship between online game addiction and learning motivation ($p = 0.001 < 0.05$), indicating that higher levels of online game addiction are associated with lower learning motivation. **Implications:** These findings suggest the importance of school-based educational interventions and awareness programs involving students, parents, and educators to prevent excessive gaming and to support students' academic motivation. **Originality:** This study provides empirical evidence in an Indonesian junior secondary school context, offering practical insights for designing targeted prevention strategies and supporting further research on behavioral factors influencing learning motivation.

Keywords: Online Gaming Addiction, Learning Motivation, Adolescents, Nursing Education, School Health

INTRODUCTION

Learning motivation refers to all efforts made by an individual to encourage learning activities, ensure that these activities continue, and provide direction so that learning objectives can be achieved (Butz et al., 2007). One factor that contributes to low student learning motivation is a very high sense of laziness toward studying (Rusniyanti et al., 2021; Winda Siregar, 2025).

In the modern era, technological and digital developments have expanded widely across the world. Various technological advances can be easily obtained and accessed quickly, one of which is the internet. Internet use is widespread across all age groups, from young to old, and offers many features, one of which is online games. Online games were initially used in the military for war or aircraft simulation purposes. However, over time, business opportunities emerged, and online games were introduced to the general public.

Online games have continued to develop, resulting in the emergence of many different types of online games (Noveladia et al., 2022; Pelawi et al., 2021; Rahyuni et al., 2021; Raymond & Leo, 2023; Simatupang & Sinaga, 2020). Playing online games among students is no longer considered unusual. In fact, many students are found to start playing online games after school or even within the school environment (Wahida et al., 2023).

We Are Social reported that the global percentage of internet users who play video games reached 82.4%. According to the We Are Social report, in Q1 2022, 94.9% of sampled internet users in Indonesia played video games on various devices. Another report from We Are Social stated that Indonesia ranked 3rd in the world for the highest number of online video game players, with a percentage of 94.5% (Dihni, 2022). Online game addiction is an activity in which individuals continuously want to play online games, spend excessive time on them, and may be unable to control or regulate their behavior (Trisnani & Wardani, 2018). One of the impacts experienced by students who are addicted to online games is problems related to their learning motivation.

Based on research conducted by (Hamranani et al., 2021) entitled *The Relationship Between Duration of Online Game Use and Learning Motivation in Adolescents*, the results showed a relationship between the duration of online game use and learning motivation among adolescents at SMP N 1 Karangnongko. The analysis using the Kendall tau test obtained a p-value of 0.000, indicating p-value < 0.05.

Based on a preliminary interview conducted on Monday, 03/25/2024, in grade 7 at MTs Negeri 1 Jakarta Selatan, it was found that 15 grade 7 students, consisting of 12 males and 3 females, played online games. Among these 15 students, 12 reported feeling unmotivated to study, lacking focus during learning, feeling bored quickly at school, and being lazy to complete assignments at home.

For the 15 students, 10 stated that they spent 4 hours per day playing online games, while 5 students spent 5 hours per day. They also reported frequently playing online games after school and preferring to play online games rather than study. Daily online gaming activities among adolescents, carried out with relatively long frequency and duration, result in limited time available for learning.

Based on this background, the author conducted a study on the relationship between online game addiction and learning motivation among grade 7 students at MTs Negeri 1 Jakarta Selatan.

RESEARCH METHOD

This study employed a stratified random sampling technique. Stratified random sampling is a sampling process that involves dividing the population into strata, selecting simple random samples from each stratum, and combining them into a single sample (Sucipto, 2023; Sugiyono, 2018; Syapitri et al., 2021). The research design used a quantitative method with a cross sectional approach. The study was conducted at MTs Negeri 1 Jakarta Selatan. From a total population of 188 students, the researcher obtained a sample of 141 students drawn from 6 classes using the stratified random sampling formula.

The inclusion criteria in this study were students who played online games for more than 4 hours per day and students who were willing to participate as respondents. The exclusion criteria included students who were absent during data collection and students who were ill.

Learning motivation was measured using the Motivated Strategies for Learning Questionnaire developed by Paul R. Pintrich. In this study, the learning motivation questionnaire was modified into 20 items representing 6 domain components, namely intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy, and test anxiety. The MSLQ used a Likert scale ranging from 1 to 7. Students selected one response option consisting of strongly disagree (score 1), disagree (score 2), slightly disagree (score 3), neutral (score 4), slightly agree (score 5), agree (score 6), and strongly agree (score 7) (Azis et al., 2022).

Online game addiction was measured using the Game Addiction Scale for Adolescents, an instrument developed. This questionnaire assesses 7 dimensions of addiction, including salience, tolerance, mood modification, relapse, withdrawal, conflict, and problems. The questionnaire consists of 21 items with checklist responses, measured using a Likert scale with the following options: very often (score 5), often (score 4), sometimes (score 3), rarely (score 2), and never (score 1).

Table 1. Validity Test Results of Learning Motivation and Online Game Addiction Questionnaires

Variable	Item Numbers	Valid	Invalid
Learning Motivation	1–20	20	0
Online Game Addiction	1–21	21	0
Total		21	0

The results of the validity test for the learning motivation questionnaire showed that all 20 items were valid, with r-calculated values ranging from 0.432 to 0.652, exceeding the r-table value of 0.361. Similarly, the validity test for the online game addiction questionnaire demonstrated that all 21 items were valid, with r-calculated values ranging from 0.441 to 0.710, which were higher than the r-table value of 0.361.

Table 2. Reliability Test Results of Learning Motivation and Online Game Addiction Questionnaires

Variable	Cronbach's Alpha	Description
Learning Motivation	0.873	Very Reliable
Online Game Addiction	0.871	Very Reliable

RESULT AND DISCUSSION

Table 3 presents the frequency distribution of Grade 7 respondents' learning motivation at MTs Negeri 1 Jakarta Selatan in 2024 (n = 141). This table summarizes the number and percentage of students categorized as having low or high learning motivation, providing an overview of the overall motivational profile of the participants in this study.

Table 3. Frequency Distribution of Respondents Based on Learning Motivation at MTs Negeri 1 Jakarta Selatan in 2024 (n = 141)

Learning Motivation	Frequency	Percentage
Low	80	56.7
High	61	43.3
Total	141	100

The frequency distribution of respondents based on learning motivation at MTs Negeri 1 Jakarta Selatan shows that, out of 141 students, the majority demonstrated a low level of learning motivation. A total of 80 students were classified as having low learning motivation, accounting for more than half of the respondents. Meanwhile, 61 students exhibited a high level of learning motivation. These findings indicate that learning motivation among grade 7 students at MTs Negeri 1 Jakarta Selatan tends to be relatively low, suggesting the need for greater attention from educators and school stakeholders to strengthen students' academic motivation.

Table 4. Frequency Distribution of Respondents Based on Online Game Addiction Among Students at MTs Negeri 1 Jakarta Selatan in 2024 (n = 141)

Online Game Addiction Level	Frequency	Percentage
Severe	89	63.1
Moderate	46	32.6

Online Game Addiction Level	Frequency	Percentage
Mild	6	4.3
Total	141	100

The frequency distribution of respondents based on the level of online game addiction among students at MTs Negeri 1 Jakarta Selatan indicates that the majority of students experienced severe online game addiction. Out of 141 students, 89 were classified in the severe category, representing more than half of the respondents. Meanwhile, 46 students were identified as having a moderate level of online game addiction, and only a small proportion of students fell into the mild category. These findings suggest that online game addiction is a prevalent issue among grade 7 students at MTs Negeri 1 Jakarta Selatan and may pose a substantial risk to students’ academic engagement and learning motivation.

Table 5. Relationship Between Online Game Addiction and Learning Motivation Among Students at MTs Negeri 1 Jakarta Selatan in 2024 (n = 141)

Online Game Addiction Level	High Learning Motivation		Low Learning Motivation		Total		p-value
	f	%	f	%	f	%	
Mild	9	100	0	0	9	100	0.001
Moderate	15	33.3	30	66.7	45	100	
Severe	37	42.5	50	57.5	87	100	
Total	61	43.3	80	56.7	141	100	

The results of the analysis examining the relationship between online game addiction and learning motivation among students at MTs Negeri 1 Jakarta Selatan show a significant association between the 2 variables. Students with mild online game addiction were entirely classified as having high learning motivation. In contrast, among students with moderate online game addiction, a larger proportion demonstrated low learning motivation compared to high motivation. Similarly, students categorized as having severe online game addiction were more likely to exhibit low learning motivation than high learning motivation. Statistical analysis indicated a p-value of 0.001, which is lower than the significance threshold of 0.05. Therefore, the null hypothesis was rejected, indicating a statistically significant relationship between online game addiction and learning motivation among grade 7 students at MTs Negeri 1 Jakarta Selatan.

Discussion

Based on the research findings, the frequency distribution of respondents showed that 80 respondents, or 56.7% of grade 7 students, had low learning motivation. This finding is consistent with the study conducted by (Tampi et al., 2023) entitled *The Relationship Between Online Game Playing Habits and Family Support with Learning Motivation among Students at SMP Negeri 1 Tumpaan, South Minahasa Regency*. Using a sample of 178 respondents, the study found that the majority of students at SMP Negeri 1 Tumpaan had low learning motivation, totaling 107 respondents or 60.1%.

According to the researcher's analysis, low learning motivation among grade 7 respondents is influenced by internal factors, namely factors originating from the students themselves, such as feeling lazy to study, not completing school assignments, and being reluctant to attend school. External factors also play a role, particularly environmental influences, such as lack of attention from family members at home and associating with peers who have negative habits, including spending long periods playing online games and having little time allocated for studying.

The results of this study also showed that the frequency distribution of online game addiction indicated that 89 respondents, or 63.1% of grade 7 students, experienced severe online game addiction. This finding is in line with the study conducted by (Widiarti et al., 2024) entitled *The Relationship Between Online Game Addiction, Sleep Quality, and Learning Motivation*, which involved 60 respondents and found that the majority of students at MTs Nurul Islam SMK Negeri 5 Tangerang Regency experienced severe online game addiction, totaling 37 respondents or 32.9%.

According to the researcher's analysis, respondents were considered to experience online game addiction when they played online games for more than 4 hours per day. Severe online game addiction among grade 7 respondents is influenced by several factors. Internal factors include a strong personal desire to play online games and the presence of attractive game features that encourage continuous engagement. External or environmental factors include being surrounded by peers who frequently play online games, which increases the likelihood of developing addictive gaming behavior.

The study results indicate a significant relationship between online game addiction and learning motivation among grade 7 students at MTs Negeri 1 Jakarta Selatan, as evidenced by the Pearson chi square test result with a p-value of 0.001. This finding is consistent with the study by (Elizabeth et al., 2019) entitled *The Relationship Between Online Game*

Addiction and Learning Motivation among Junior High School Students in Bandar Lampung City, which reported a p-value of 0.000, indicating a significant relationship between online game addiction and learning motivation.

According to the researcher's analysis, online game addiction can lead to a decline in students' learning motivation. Symptoms of online game addiction include spending excessive time playing games both after school and outside school hours. These addictive behaviors can have negative impacts on students, such as losing track of time, neglecting study activities, being reluctant to complete school assignments, and failing to fulfill their responsibilities as students.

CONCLUSION

This study concludes that online game addiction is significantly associated with learning motivation among junior high school students. The findings show that a substantial proportion of students exhibit low learning motivation, which tends to coincide with higher intensity of online gaming involvement. Students who are more deeply engaged in online games are more likely to experience decreased enthusiasm, concentration, and persistence in completing academic tasks. This condition illustrates the challenges faced by adolescents in managing time, attention, and priorities within an environment dominated by attractive digital entertainment. The results indicate that online game addiction is not merely a recreational activity but may interfere with students' psychological readiness to learn and their commitment to academic responsibilities. Both internal factors, such as self-control and emotional regulation, and external factors, including peer influence and family supervision, contribute to gaming behavior and learning motivation. Excessive gaming can disrupt daily routines, reduce effective study time, and weaken students' sense of academic responsibility. Therefore, collaborative preventive efforts involving schools, families, and health professionals are necessary to promote balanced digital use and to strengthen adolescents' learning motivation and self-regulation.

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