

The Relationship Between Intensity of Playing Online Games and Aggressive Behavior in Upper Grade Elementary School Students

Ailsa Athalia Widyadhari¹, Dwi Nastiti²

^{1,2}Muhammadiyah University of Sidoarjo, Indonesia



DOI : <https://doi.org/10.61796/icossh.v2i3.73>



Sections Info

Article history:

Submitted: April 10, 2025

Final Revised: May 15, 2025

Accepted: May 30, 2025

Published: June 7, 2025

Keywords:

Aggressive behavior

Elementary student

Game online

Intensity

ABSTRACT

Objective: The increasing phenomenon of aggressive behavior among students in schools has become a critical issue that requires serious attention. Currently, aggressive behavior is not only found among middle and high school students but also among elementary school students. An initial survey revealed that several students exhibited aggressive behaviors such as hitting, pushing, throwing objects, mocking, threatening, and using harsh language. This study aims to examine the relationship between online gaming and aggressive behavior among upper-grade elementary school students at SDN Tanggul. **Method:** The research employs a quantitative approach with a correlational research design. The sampling technique used is total sampling, involving 135 students. **Results:** The correlation test results indicate a score of ($r = 0.762$, $p\text{-value} < 0.001$), which suggests a significant positive relationship between the intensity of online gaming and students' aggressive behavior. The findings reveal that the majority of students have a moderate level of online gaming intensity (57%) and exhibit moderate levels of aggressive behavior (67.4%). **Novelty:** The uniqueness of this study lies in its focus on the research subject. Unlike previous research, which examined the relationship between online gaming and aggressive behavior among vocational high school student, this study specifically investigates the instensity of online gaming and its correlation with aggressive behavior among upper-grade elementary school students.

INTRODUCTION

Education is an essential basic human need [1]. Education has a crucial role in building the nation's intelligence by creating superior human resources who have responsibility and are ready to face future challenges [2]. Especially for students, namely school-age children who are the main hope in this process. Their growth and development period is an important thing to note. This is due to the vulnerability of children at school age who experience various problems both physically and psychologically, such as emotional disturbances, difficulties in understanding material, and unnatural or deviant behavior which can be a source of problems and have an impact on the learning process and social interactions with peers so that they need to be avoided [3]. However, reality shows that many cases of deviant behavior occur among students such as insulting, saying harsh or inappropriate words, mocking each other, and fighting between friends which indicates aggressive behavior [4].

The phenomenon of aggressive behavior among students in schools has been receiving increasing attention recently, in line with the rising cases of bullying among students. According to Kompas.com on October 24, 2024, data collected by JPPI recorded 293 cases of violence in schools from January to September 2024, with 31% of them being bullying cases. Common forms of aggressive behavior among students include insulting others, physical attacks, shouting and speaking loudly, disobeying orders, making inappropriate demands, and engaging in actions that are disliked or offensive [5].

The impact of aggressive behavior can be felt by both the individual and others. Individuals may be avoided by their peers, struggle to form positive social relationships, and be perceived negatively by others. Meanwhile, those who become targets of aggression may feel powerless, have difficulty forming close relationships, experience heightened emotions due to victimization, and struggle to trust others [6]. Elementary school children who display aggressive behavior often have difficulty developing emotional skills, particularly empathy, making it hard for them to understand others' experiences [5]. Given these consequences, such behavior should not occur, especially among students undergoing education [7]. Ironically, aggressive behavior is now observed not only among high school students but also among elementary school students [5]

According to the definition proposed by Buss and Perry, aggressive behavior is a form of action that has the potential to harm others, either verbally or physically [8]. Buss and Perry argue that aggression consists of several aspects. The first is physical aggression, which involves the use of physical force to cause injury to others, such as kicking, hitting, pushing, and so on. The second is verbal aggression, defined as actions that involve the use of words to hurt or harm others, such as yelling, insulting, gossiping, mocking, and slandering. The third is anger-related aggression, which reflects a person's emotional state, such as being easily offended, unable to control anger, and lacking patience in dealing with situations. The fourth is hostility, which includes cognitive components such as feelings of hatred, envy, a persistent sense of unfairness in life, and a tendency to be suspicious of others [9].

Based on research by Safari & Mulya (2020) on aggressive behavior in grade IV and V students in elementary schools, it is known that in physical aggression the results obtained are 7 respondents (19.4%) with a low aggressive category, 25 respondents (69.4%) with a moderate aggressive category, and 4 respondents (11.1%) with a high aggressive category. Then in verbal aggression, the results obtained were 17 respondents (47.2%) with a low aggressive category and 19 respondents (52.8%) with moderate aggression [10]. In another study conducted by Sari et al (2022), the majority of aggressive behavior in class IV and V students was classified in the category of moderate aggressive behavior, namely 107 people (74.3%), followed by a low category of 36 people (25%), and high as many as 1 person (0.7%) [5]. In a study conducted by Ausrianti & Andayani (2022) regarding aggressive behavior, it was found that 35 students or 55.6% at SD 16 Surau Gadang showed aggressive behavior, while 28 students or 44.4% did not show aggressive behavior [3].

Based on interviews with homeroom teachers at SDN Tanggul Wonoayu, aggressive behavior was found to be more prevalent among upper-grade elementary school students. An initial survey conducted by the researcher among fourth, fifth, and sixth-grade students identified 15 students exhibiting aggressive behavior. The questionnaire results revealed that 11 students engaged in physical aggression, such as hitting, shoving, throwing objects, damaging property, pushing, and kicking. Additionally, 12 students displayed verbal aggression, including mocking, threatening,

using harsh language, and yelling. Feelings of anger and frustration were observed in 14 students, while 2 students expressed a desire to harm others. These findings align with the forms of aggressive behavior described by Buss & Perry [9].

Aggressive behavior arises when an individual's desires are obstructed or unmet, leading to expressions of aggression both verbally and nonverbally [3]. According to social-cognitive theory, children who engage in aggressive actions often lack the ability to effectively manage social problems in daily life [11]. Several other factors influencing aggressive behavior include provocation, frustration, substance abuse, and environmental influences [4]. The social environment can impact aggressive behavior both directly and indirectly. Direct influences include peer interactions, daily family interactions, and relationships with older peers, while indirect influences stem from media exposure, such as television, magazines, radio, books, and gadgets [5].

In the current era of globalization, the use of technology, particularly smartphones, has increased among children [12]. It is now common to see children using electronic devices such as mobile phones, which provide various types of content, including entertainment, communication, and online gaming. Online games are a type of game that can be accessed via the internet [13]. These games are designed to keep players engaged and motivated to achieve high scores, leading them to play continuously without realizing how much time has passed [14]. As a result, many children today engage in excessive online gaming [15]. Based on this phenomenon, the intensity of online gaming has been selected as a variable to be studied in relation to its influence on aggressive behavior.

Chaplin (2009) defines intensity as a measure of how strongly an individual perceives a stimulus, the stronger the stimulus, the greater the perception. Intensity can be understood as the degree of reinforcement that strengthens an activity, measuring how frequently or extensively an activity is performed over a certain period [16]. According to Chaplin (2009), there are four aspects of online gaming intensity. First, frequency, which refers to how often a person plays online games within a specific time frame. Second, duration, which measures the amount of time spent playing. Third, full attention, where an individual becomes fully immersed in the game, neglecting other activities such as bathing, resting, eating, and praying. Fourth, emotional involvement, which includes feelings of joy, disappointment, sadness, anger, or frustration while playing, leading the individual to become deeply engaged in the game [16].

The habit of playing online games can have a significant impact, including lowering students' interest in learning, making it difficult for them to concentrate, becoming lazy, and tending to neglect assignments given by teachers. Physically, online games can also damage eyesight and nerves [15]. Online games often contain content involving violence, pornography, and other harmful elements. Violent scenes in online games can serve as role models, leading to a learning process in which aggression is imitated [17]. As a result, children who play online games intensively are believed to be more aggressive in many aspects [10]. This aligns with Bandura's theory, which states that aggressive behavior is formed through social learning processes such as modeling (imitation) and observation

of the social environment [18]. Bandura explains that through observing and learning from a model's behavior, individuals can adopt similar behaviors [6]. Engaging in and observing online games can trigger both physical and verbal aggressive behavior, as individuals tend to mimic what they see during gameplay [19]. Online games that depict violence, brutality, murder, torture, and bloodshed can embed aggressive behavior in a person's subconscious memory, especially when repeatedly watched and enjoyed. Long-term exposure to violent content has a significant correlation with aggressive behavior, both verbal and physical [6]. This is supported by a study conducted by Widodo et al. (2022) on The Relationship Between Playing Online Games and Aggressive Behavior Among Teenagers At SMK Bhakti Praja Slawi, which found a positive correlation between online gaming and aggression. The study concluded that the more frequently individuals play online games, the higher their level of aggressive behavior [20].

The difference between this study and previous research lies in the variables examined. The previous study conducted by Widodo et al (2020) on The Relationship Between Online Gaming and Aggressive Behavior Among Teenagers at SMK Bhakti Praja Slawi, the subjects were high school student from SMK Bhakti Praja Slawi. In contrast, this study focuses on upper-grade elementary school students at SDN Tanggul. Therefore, the researcher is interested in examining the relationship between online gaming intensity and aggressive behavior in elementary school students.

Based on the identification of the problem above, the problem formulation in this study is whether there is a relationship between the intensity of online games on the aggression behavior of elementary school students. This study aims to determine the relationship between the intensity of playing online games on the aggression behavior of elementary school students. The hypothesis of this study is that there is a positive relationship between the intensity of playing online games and the aggression behavior of elementary school students.

RESEARCH METHOD

This research was conducted using quantitative methods with correlational research types. Quantitative research is research whose data is in the form of numbers and analyzed with statistical techniques, while correlational research is defined as a type of research that examines the relationship between one or more variables and other variables [21]. In this study, there are two variables that are examined, namely the intensity of playing online games as an independent variable (X) and aggressive behavior as a dependent variable (Y). The population of this study were students at Tanggul State Elementary School, grades IV, V, VI, totaling 135 students. The sample technique used is total sampling. Sugiyono (2015) defines total sampling as a sampling method where the number of samples is the same as the population [5]. The number of samples in this study were 135 students.

The data collection technique used in this study is a psychological scale based on the Likert scale model. According to Sugiyono (2015), the Likert scale consists of statements accompanied by multiple response options [22]. For the variable of online

gaming intensity, the researcher adapted Abdillah's (2023) online gaming intensity scale, which is structured based on Chaplin's (2009) four aspects of gaming intensity: frequency, duration, full attention, and emotional involvement. This scale consists of both favorable and unfavorable items, using the Likert scale model with four response options: strongly disagree (STS), disagree (TS), agree (S), and strongly agree (SS). Reliability testing for the online gaming intensity scale resulted in a reliability coefficient of 0.865, with a total of 16 valid items. For the variable of aggressive behavior, the study utilized The Aggression Questionnaire by Buss and Perry (1992), applying the Likert scale model based on four aspects of aggressive behavior: anger, hostility, physical aggression, and verbal aggression. This scale was adapted from Abdillah (2023). Reliability testing for the aggressive behavior scale resulted in a reliability coefficient of 0.848, with a total of 12 valid items.

The data analysis method used in this study is the Pearson product-moment correlation test to identify the relationship between the independent variable (online gaming intensity) and the dependent variable (aggressive behavior). The data analysis was conducted using IBM SPSS version 30.

RESULTS AND DISCUSSION

Results

In statistical analysis, it is essential for researchers to conduct assumption tests before performing hypothesis testing to ensure that the data can be correctly interpreted. In this study, the researcher employed two assumption tests: the normality test and the linearity test.

Table 1. Normality test results.

Variable	Kolmogorov-Smirnov Sig.	Ket
Intensity of Playing Online Game Aggressive Behavior	0,200	Normal

The results of the normality test show a significance value of 0.200, which is greater than 0.05. This indicates that the data distribution for online gaming intensity and aggressive behavior is normal.

Table 2. Linearity test results.

Variable	Sig	Ket
Intensity of Playing Online Game Aggressive Behavior	0,000	Linear

The results of the linearity test show a significance value of 0.000, which is smaller than 0.05. Based on these results, it can be concluded that there is a linear relationship between online gaming intensity and aggressive behavior.

Table 3. Correlation test results.

		Correlations	
		Online Game Playing Intensity	Aggressive Behavior
Intensity of Playing Online Game	Pearson	1	,762**
	Correlation		
	Sig. (2-tailed)		<,001
	N	135	135
Aggressive Behavior	Pearson	,762**	1
	Correlation		
	Sig. (2-tailed)	<,001	
	N	135	135

After conducting the assumption tests, the researcher performed a hypothesis test using Pearson's Product Moment correlation statistic. A relationship is considered to exist if the p-value < α (0.05) [23]. The hypothesis test results show a score of ($r = 0.762$, p-value < 0.001). Thus, the proposed hypothesis is accepted, indicating a significant positive relationship between online gaming intensity and aggressive behavior in students.

Table 4. Descriptive test results.

Category	Intensity of Playing Online Game		Aggressive Behavior	
	Frequency	Percentage	Frequency	Percentage
Low	42	31,1%	16	11,9%
Medium	77	57%	91	67,4%
High	16	11,9%	28	20,7%
Total	135		135	

Another result obtained is the distribution of data categorization for online gaming intensity and aggressive behavior. In terms of online gaming intensity, the majority of students fall into the moderate intensity category, with 77 out of 135 students (57%), indicating that students tend to spend a considerable amount of time playing online games [24]. Meanwhile, for aggressive behavior, the majority of students are categorized as moderate, with 91 out of 135 students (11.9%), suggesting that students still have certain normative boundaries and the ability to distinguish between right and wrong in their actions [25].

Table 5. Descriptive analysis of online gaming intensity.

Aspect	Frequency	Percentage	Class		
			4	5	6
Frequency	88	65%	18	28	42
Duration	48	36%	10	13	25
Full attention	59	44%	18	16	25
Emotional	64	47%	17	19	28

This indicates that, in terms of its aspects, the most dominant aspect of online gaming intensity is frequency, with 65% of students frequently playing online games. Additionally, 47% of students exhibit emotional involvement while playing. Furthermore, 44% of students tend to give full attention during gameplay, and 36% engage in gaming for extended durations. In terms of grade level, all aspects of online gaming intensity are observed among sixth-grade students. Therefore, it can be concluded that sixth-grade students are the most frequent and longest players, tend to neglect other activities, and exhibit the highest emotional involvement while playing.

Table 6. Descriptive analysis of aggressive behavior.

Aspect	Frequency	Percentage	Class		
			4	5	6
Physical aggression	62	46%	16	14	32
Anger	58	43%	14	16	28
Verbal aggression	44	33%	11	13	20
Hostility	56	41%	15	15	26

This indicates that the most frequently exhibited form of aggressive behavior is physical aggression, observed in 46% of students, which includes actions such as damaging others' belongings and physically attacking others. Additionally, the aspect of anger is evident in 43% of students, characterized by behaviors such as shouting at others, being easily provoked, and displaying defiant attitudes. Furthermore, 41% of students demonstrate hostility, which is reflected in behaviors such as suspicion and envy. Lastly, verbal aggression is exhibited by 33% of students, encompassing actions such as mocking and making threats. In terms of grade level, sixth-grade students exhibit the highest levels of physical aggression, anger, hostility, and verbal aggression compared to students in the fourth and fifth grades.

Discussion

The aim of this study is to determine whether there is a relationship between the intensity of online gaming and aggressive behavior. Based on the hypothesis test results

using the Pearson product-moment correlation, the obtained values were ($r = 0.762$, p -value < 0.001). Therefore, the hypothesis is accepted, indicating a significant positive relationship between online gaming and aggressive behavior. Students with a high intensity of online gaming tend to exhibit higher levels of aggressive behavior, whereas students with a low intensity of online gaming tend to show lower levels of aggressive behavior.

This study is consistent with previous research conducted by Rahman et al. (2025), which also found a positive relationship between the intensity of online gaming and aggressive behavior in students [26]. Sulistyawati's (2015) study explains that playing online games can trigger a learning process in individuals through models, content, or scenes they observe in the game. The stimuli received and processed by various sensory organs integrate with the mind, leading to the development of processes, patterns, and responses that evolve as a result of repeated behavior. This process enables individuals to express their desired character within the game or, conversely, to replicate in-game character traits in real-life actions [20]. The imitation process can also occur through interactions while playing online games, such as the use of offensive language. When such situations and environments are experienced repeatedly, individuals tend to become accustomed to using harsh language when interacting with others in real life [27].

Another finding from this study indicates that 57% of students have a moderate intensity of online gaming, and 67.4% exhibit aggressive behavior at the same level. Based on this data, the researcher conducted a further analysis of the patterns of gaming intensity and aggressive behavior among students. In terms of aggressive behavior, the most prevalent form observed was physical aggression, reported by 62 students (46%), which included actions such as damaging property and attacking others. Additionally, the aspect of anger was also significantly present, with 58 students (43%) displaying behaviors such as frequent outbursts, defiance, and yelling at others.

Meanwhile, the most prominent aspect of online gaming intensity observed among students was frequency, with 88 students reporting that they frequently play online games. This suggests that a significant number of students spend their time gaming, thereby reducing opportunities for engaging in other activities [28]. According to Amalia & Syam (2017) in their study on the relationship between the intensity of playing violent online games and aggressive behavior in children in Banda Aceh, individuals who frequently play online games tend to neglect real-life interactions, which negatively impacts their social interactions and triggers aggressive behavior [20]. Additionally, students also exhibited a high level of emotional involvement while playing online games, with 64 students (47%) reporting strong emotional engagement. Emotional responses during gameplay can be triggered by several factors, such as satisfaction after winning, frustration from losing, and internal factors including a strong desire to achieve high scores, the appeal of the game, and feelings of boredom at home or school, leading students to spend their free time gaming [20].

Individuals who frequently play online games, especially those with competitive elements, tend to be more emotionally reactive, particularly when experiencing losses.

As a result, they are more prone to expressing frustration through aggressive behavior, such as physical aggression or emotional outbursts [20]. This aligns with the findings of Rahman et al. (2025), which indicate that the higher the gaming intensity, the greater the level of aggressive behavior exhibited. Conversely, lower gaming intensity is associated with lower levels of aggression [26].

In the study conducted by Mutiara & Netrawati (2023) on Differences in Aggressive Behavior Between Male and Female Students at SMAN 16 Padang, it was explained that aggressive behavior can be influenced by personality type. For example, an individual with a competitive, impatient, and easily irritated nature is more likely to exhibit aggressive behavior in various situations compared to another individual who is non-competitive, relaxed, and capable of emotional regulation [29].

Furthermore, a study by Musslifah et al. (2021) on The Role of Parenting Styles in Children's Aggressive Behavior found that parenting styles play a significant role in shaping aggressive tendencies, particularly authoritarian and permissive parenting styles. Authoritarian parenting is characterized by imposing strict control over children without allowing them to express their opinions. This can lead children to feel undervalued, causing them to seek out weaker individuals as an outlet for their frustration and disappointment. On the other hand, permissive parenting grants excessive freedom without adequate supervision, which may result in children feeling unrestricted in their actions, leading to a lack of self-control and boundaries [30].

The limitation of this study lies in its focus on a single variable, specifically the intensity of online gaming in relation to aggressive behavior. In reality, several other factors may contribute to aggressive behavior, which were not examined in this research.

CONCLUSION

Fundamental Finding : The results of this study indicate a significant positive relationship between the intensity of online gaming and aggressive behavior among sixth, fifth, and fourth-grade students at SDN Tanggul. It was found that a considerable number of upper-grade students at SDN Tanggul exhibited a moderate level of gaming intensity, with 77 students (57%), and a moderate level of aggressive behavior, with 91 students (67.4%). **Implication :** Given that some students still show a tendency toward aggressive behavior, it is important for parents to monitor their children's behavior by reminding them to avoid aggressive actions and reducing their online gaming intensity. Educational institutions are advised to enhance supervision of students' aggressive behavior, provide warnings or educational interventions for students engaging in aggressive acts, and offer counseling if the aggression becomes excessive. **Limitation :** The limitation of this study lies in its focus on a single variable, specifically the intensity of online gaming in relation to aggressive behavior. In reality, several other factors may contribute to aggressive behavior, which were not examined in this research. **Future Research :** For future researchers interested in conducting similar studies on this topic, it is recommended to explore additional variables related to aggressive behavior, such as personality type and parenting styles.

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***Ailsa Athalia Widyadhari (Corresponding Author)**

Muhammadiyah University of Sidoarjo, Indonesia

Email: ailsawidyadharii@gmail.com

Dwi Nastiti

Muhammadiyah University of Sidoarjo, Indonesia

Email: dwinastiti@umsida.ac.id
