

The Relationship Between Intensity of Playing Online Games and Academic Boredom to the Level of Aggressiveness in Students of SMK X in Mojokerto City

Imelda Nova Amalia¹, Ghozali Rusyid Affandi²

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



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ABSTRACT

Objective: This study aims to find out the relationship between academic boredom and the intensity of playing online games on the level of aggressiveness in vocational students. **Method:** In this study, researchers used a group of research subjects from a population, namely students and female students of class XI SMK X in Mojokerto City. While the number of samples in this study amounted to 5% of the total population, namely 221 students. In this study, simple random sampling technique was used as the sampling technique. Simple random sampling means giving the same opportunity to each member of the population used to become a research sample. This research is quantitative research, which is a quantitative non-experiment with a correlational approach. The data collection method used is a viewing behavior scale and an aggressive behavior scale with a Likert-shaped scale model. The data analysis technique used in this study is multiple correlation. All data analysis calculations were carried out using the SPSS application. **Result:** The results of the analysis show a positive and significant relationship between academic boredom and the intensity of playing online games with the level of aggressive behavior in vocational students, suggesting that higher levels of boredom and frequent gaming are associated with increased aggression. **Novelty:** In previous research conducted by Nabila & Sugandi, the relationship between the intensity of watching violent shows and the level of aggressive behavior was studied in adolescent targets. Therefore, in this study, researchers want to examine these two variables with a more specific target, namely vocational students. In addition, the variable of aggressiveness behavior has never been studied with the variable of academic boredom.

INTRODUCTION

According to Monks, et al., adolescence is a transitional period from childhood to adulthood that lasts between the ages of twelve years and twenty-one years [1]. Adolescence is a crucial phase because there is a transition from childhood to adulthood in terms of physical, cognitive, emotional, and social aspects that affect one's personality in adulthood. It is said to be a crucial period because although the formation of an individual's personality begins earlier, the peak can be considered to occur during adolescence, because after this time the adolescent will become an adult who can be said to be an individual with a more consistent personality [2].

influence on the development of this aspect. Erick H. Erickson says there are eight sequential stages of psychosocial development throughout human life that are interconnected with each other and need to be completed by everyone. In adolescence, individuals will experience a phase of identity versus role confusion. This stage is a stage that is considered important and most influential by Erikson [3]. According to Erikson, at this stage the main tasks of adolescents are to resolve identity crisis and confusion,

form a unique identity that they want to have, establish relationships with the environment so that their existence is recognized, and build meaningful relationships with others [4]. At this stage adolescents will try on various roles, while trying to combine them with the roles they got from the previous stages [3]. According to Erikson, adolescents can be said to have found their identity when they can complete 3 things, namely choosing a job, adopting believed values, and developing an appropriate sexual identity [4]. On the other hand, if they cannot resolve their identity crisis, there will be role confusion and role vagueness, which encourages certain adolescents to do deviant things to get an identity, even if the identity they get is a bad identity [4]. This is in line with Erikson's theory, that adolescents will lose direction and have a negative impact on their development if they fail to develop a sense of identity [5]. If there is a failure in identity development, then they will assume that having a bad identity will be better than having no identity. Thus, this can lead to juvenile delinquency.

As is currently still rife, namely brawls between students. Quoted from Liputan6.com [6], where on Tuesday (12/12/2023) night there was a brawl between SMK students, which is known that the two brawling groups were students from private SMKs in Bogor City, namely SMK Borcess 2 with 30 people and SMK PGRI 1 Bogor students with 20 people. A similar case also occurred recently. Quoted from Kompas.com [7], a brawl between students occurred on Wednesday (8/5/2024). Where this action was also carried out by two groups of private SMK students in Depok, namely a group of SMK Ganesha students and a group of SMK Setia Karya students. In addition, based on a preliminary study conducted by Lestari & Hariastuti at SMK Negeri in Kediri, in which in this study a questionnaire was filled out by 33 students. The results of this preliminary study were that 88% of students had a moderate level of tendency [8]. Another study conducted by Pinilih & Sambodo in 2016 at SMK X Magelang showed that as many as 63% or 51 students were in the high-level aggressiveness category and 37% or 30 students were in the low-level aggressiveness category [9]. In addition, another study conducted by Saputra in 2018 stated that the level of aggression behavior of vocational students in Yogyakarta City is as follows 1) very high category, which is 5%; 2) high category by 26%; 3) medium category by 40%; 4) low category by 21%; 5) very low category by 8% [10]. Based on several cases that have been described, it can be seen together that cases of violence or aggressiveness are still often carried out at the SMK level and carried out by SMK students.

Buss and Perry say that aggressive behaviour is basically an urge to hurt others, to express negative feelings such as hostility, to achieve personal desires [11]. Aggression is defined by Anderson and Bushman as behaviours directed at others, with the aim of inflicting harm on them. In addition, the perpetrator must believe that the behaviours will harm someone who will be targeted and will encourage him to avoid the harm [8]. While Baron, Robert A. and Byrne, Donn define aggression as a conscious torture of various types of violence against others. Therefore, from these three opinions, aggression is defined as behaviours that hurts, harms, and harms others with the aim of expressing the bad feelings experienced by the perpetrator [12].

Buss and Perry separate aggressive behaviour into four aspects, namely: 1. Physical aggression, which is a person's tendency to physically attack as a way to show their anger, such as hitting, kicking, and pinching; 2. Verbal aggression, which is a person's tendency to attack others by using harmful and hurtful words, such as insulting, mocking, and saying dirty words to others; 3. Anger, is a manifestation of emotions or affective in the form of physiological urges as a preparatory phase for aggression; 4. Hostility is a sense of hurt and feeling of unfair behaviour as a result of thinking or cognitive processes such as hatred and suspicion of others, feeling that the life lived is unfair, and envy [12]. Basically, everyone has aggressive behaviour, but it has different levels [13]. The problem lies with people who have high levels of aggression behaviour.

As the findings of a survey conducted by the researcher at SMK X in Mojokerto City, showed that there are students who experience a tendency to behave aggressively. Based on the results of an interview with one of the teachers at SMK X Mojokerto, aggressive behaviour in this school often occurs in all classes, namely classes X, XI, and XII. In fact, it is not uncommon for what started out as mocking each other to end up in a fight. These results are reinforced by distributing a questionnaire on aggressive behaviour with a scale based on aspects of aggressive behaviour proposed by Buss and Perry and adapted by Hary Herman. This filling was carried out by 26 students of SMK X with the number of fillers from male students totalling 23 children and female students totalling 3 children, so that the total number of respondents in this initial survey was 26 respondents. From this survey, 58% of respondents or 15 students experience a tendency to commit aggressiveness at a higher level compared to 43% of respondents or 11 other students.



Figure 1. Diagram of the initial survey results of SMK X Mojokerto.

The emergence of aggressive behavior in students is influenced by internal factors from students. The internal factor that encourages aggressive behavior in students is academic boredom [14]. Boredom is defined by Pekrun, et al., as an affective state consisting of unpleasant emotions, lack of stimulation, and minimal physiological arousal [15]. While academic boredom is one of the many emotions associated with school and is described as a negative emotion that can hinder the achievement of goals in the academic field of a person [15]. According to Affandi, et al., academic boredom is a negative emotion characterized by low arousal, discomfort, dullness, tension, and

repetition while doing tasks [14]. Meanwhile, according to Pristanti and Irawan [16], learning boredom is an emotional condition experienced by someone who is physically and mentally bored because of the increasingly high learning pressure. From some of the definitions above, the researcher concludes that academic boredom is a negative emotion that arises because of increased learning demands and can cause discomfort, unpleasant feelings, and lack of passion in doing tasks. Ozerk says that there are several factors that can cause students to be bored at school, including. Academic boredom is a problem that occurs in many adolescent students. This statement is in line with the opinion of Affandi, et al., who revealed that adolescents are more vulnerable to academic boredom than adults, because adolescents may be less prepared to identify and deal with academic boredom effectively [14]. However, what is unfortunate is that academic boredom has not received much attention, and its impact tends to be underestimated. This is evident from the lack of literature and research related to academic boredom. As the opinion of Ozerk [15], which states that from the teacher's perspective, boredom does not have the nature of interruption like anger in a classroom situation. In addition, according to Pekrun, et al., when viewed from a clinical perspective boredom has no psychopathological relevance compared to other emotions such as anxiety [15]. Nevertheless, academic boredom certainly has a detrimental impact on oneself and others. As the opinion of Affandi, et al. [14], which states that high levels of boredom can have a negative impact on student learning, causing dissatisfaction, lack of attention, demotivation, encouraging violent behavior and intimidation of peers. The aspects to measure the level of academic boredom according to Pekrun et al., namely component 1) affective, which means that bored students are feeling an inner uncertainty; 2) cognitive, which is expressed when the student's subjective feelings become slower; 3) motivation, which is the student's desire to escape the situation; and 4) expressive, which makes boredom visible, both through facial and body expressions [15].

In addition to internal factors, there are also driving factors that come from outside or external factors of students, namely violent impressions, which can be sourced from games on cell phones or what are commonly called online games. According to Apriliyani, online games are games that require an internet connection to play [17]. Like playing in real life, visuals in online games can move such as walking, running, and attacking opponents. This is what can trigger aggressive behaviour. According to Fasya, most online games contain elements of aggressiveness or violence. Nowadays, a lot of students play online games. It is not uncommon for them to play the game together or what is commonly called mabar (playing together). This can cause online games to be very easily recognized by children to teenagers even though they are at school. According to Rufaidah, currently there are many students who have a high intensity of playing online games. According to Athur S. Reber and Emely S. Reber, intensity is the strength of the behaviour shown [18]. Meanwhile, according to Ajzen, intensity is the extent to which the level of seriousness and willingness of individuals to try to behave repeatedly. From the above definitions, it can be concluded that the intensity of playing online games is the willingness and strength of a person's interest in playing online games within a

certain time repeatedly. This behaviour will encourage someone to take aggressive action. Because, someone will feel aggressive after playing online games, feel curious and want to try what he sees. This is in line with the opinion of Bushman and Anderson, who revealed that direct exposure to media violence such as online games can lead to a significant increase in aggressiveness [19]. According to Ajzen, there are 3 aspects to intensity, including 1) Duration, which is how long individuals play online games; 2) Frequency, which is the high level of activity carried out by individuals repeatedly; 3) Concentration, which is how high the level of individual concentration is in playing online games so that it can override other things.

The two things described above trigger aggressiveness behaviour. For this reason, even though it looks trivial, it still needs attention. Because basically aggressive behaviour does not have a positive impact on students who are perpetrators or victims. Quite the opposite, aggressive behaviour will only have a negative impact on students who are victims in the form of physical and psychological pain. In addition to having a negative impact on students who are victims, aggressive behaviour will also have a negative impact on students who are perpetrators. So, this research is important to do, because if students engage in behaviour that hurts others or aggressiveness, then students will experience a decrease in their learning outcomes. This is in line with the opinion of Zulfany and Amin who say that aggressive behaviour, directly or indirectly, will be able to determine students' attitudes in teaching and learning activities [20]. Students' aggressive behavior in the school environment can be seen from students' attitudes towards teachers, fellow friends and students' ability to control anger or emotions. This attitude will be considered for a teacher to assess student competence, especially in the affective aspect.

In previous research conducted by Nabila & Sugandi, the relationship between the intensity of playing online games and the level of aggressive behaviour was studied in adolescent targets [21]. Therefore, in this study, researchers want to examine these two variables with a more specific target, namely vocational students. In addition, the variable of aggressiveness behaviour has never been studied with the variable of academic boredom. However, with some of the descriptions above, researchers want to find out whether there is a relationship between academic boredom and the intensity of watching violent shows with the level of aggressiveness in vocational students. So that the major hypothesis of this study is that there is a joint relationship between academic boredom and the intensity of watching violent shows with the level of aggressiveness in SMK X students in Mojokerto City. While the minor hypothesis of this study is that there is a positive relationship between academic boredom and the level of aggressiveness behaviour in vocational students. And there is a positive relationship between the intensity of playing online games and the level of aggressiveness behaviour in vocational students [21].

RESEARCH METHOD

This study uses a non-experimental quantitative method with a correlational approach. Where according to John W. Creswell (2017: 4) quantitative research is a procedure for testing certain theories by systematically testing the relationship between variables, where these variables will be measured so that the resulting data is in the form of numbers that can be analyzed based on statistical procedures [22]. Non-experimental quantitative research means research conducted without manipulation and behavioral control, in the sense that the subject is analyzed as it is and the relationship between variables is tested without making any changes [23]. While correlation itself according to Arikunto is research conducted with the aim of identifying the presence or absence of a relationship or influence between two or more variables [22].

In this study, researchers used a group of research subjects from a particular population. The population used in this study were all students of SMK X Mojokerto City with the total number of students being 600 students. While the number of samples used in this study was 5% of the total population. So, when viewed based on the Krejcie and Morgan table, 5% of 600 students are 221 students. The simple random sampling technique was used by researchers as a sampling technique in this study. Where simple random sampling means giving the same opportunity to every part of the population used to become a research sample [24].

The data collection method used to measure academic boredom is an academic boredom scale prepared based on 4 aspects of academic boredom according to Pekrun, et al., consisting of affective, cognitive, motivational, and expressive, adapted from G. R. Affandi with a total of 22 items with reliability test results of 0.945. Furthermore, the measuring instrument to measure the intensity of playing online games is the online gaming intensity scale created based on Ajzen's aspects of intensity, namely duration, frequency, and concentration. This scale was adapted from U. Hardi, with a reliability value of 0.813 and with a total of 18 items. While measuring the level of aggressiveness in this study is using an aggressiveness measuring instrument made based on 4 aspects of aggressiveness from Buss and Perry, consisting of physical aggression, verbal aggression, anger, and hostility, which has been adopted from L. O. Manalu with a total of 17 items with a reliability test result of 0.910. The scale writing model uses a Likert scale. The data analysis method used in this study is multiple correlation analysis with the help of the SPSS application.

RESULTS AND DISCUSSION

Results

Normality tests are an important procedure in the context of statistical analysis to ascertain whether the observed data is normally distributed or not. In this study, the normality test was carried out using the Kolmogorov-Smirnov method. The use of this method is based on the number of respondents > 100 people. The normality test results of the three variables show a significance value of $0.200 > 0.05$. So, it can be said that the data is spread normally.

Table 1. Normality test using SPSS.

		Unstandardized Residual
N		200
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.27036156
Most Extreme Differences	Absolute	.049
	Positive	.037
	Negative	-.049
Asymp. Sig. (2-tailed) ^c		.200 ^d

The next step is the linearity test, which is intended to identify whether the independent and dependent variables have a linear relationship or not. In this study, there are two independent variables (X) and one dependent variable (Y). Thus, the test was carried out twice, with the first test carried out on the variable intensity of playing online games as variable X1 with aggressiveness as variable Y and the second test carried out on the variable academic boredom as variable X2 with aggressiveness as variable Y.

In testing the X1 variable with Y, the deviation significance value is $0.677 > 0.05$. So, it can be said that there is a non-linear relationship between the variable intensity of playing online games and the variable aggressiveness.

Table 2. Linearity test of variable X1 with variable Y.

				Sum of Squares	df	Mean square	F	Sig.
Intensity of Playing Online Games *	Between groups	(Combined)	Linearity	1984.187	30	66.140	.957	.535
			Deviation	265.098	1	265.098	3.837	.052
			from Linearity	1719.089	29	59.279	.858	.677
	Within Groups			11745.435	170	69.091		
		Total		13729.622	200			

While in the second test, namely the linearity test between variable X2 and Y, the deviation significance value is $0.296 > 0.05$. From these results it can be concluded that there is a linear relationship between the academic boredom variable and aggressiveness.

Table 3. Linearity test of variable X2 with variable Y.

			Sum of Squares	df	Mean square	F	Sig.
	Between groups	(Combined)	4713.700	57	82.696	1.312	.101
		Linearity	765.810	1	765.810	12.146	<.001

Academic Boredom * Aggresiveness	Deviation from Linearity	3947.890	56	70.489	1.118	.296
Within Groups		9015.922	143	63.048		
Total		13729.622	200			

Next is the hypothesis test using the product moment correlation technique. From this correlation test, between the variables of intensity of playing online games and aggressiveness there is a significant relationship. This is due to the results of a significance value of $0.49 < 0.05$. While between the variables of academic boredom and aggressiveness there is a positive relationship, because there is a significant value of $0.01 < 0.05$.

Table 4. Hypothesis testing using product moment correlation.

			Intensity of Playing Online Games	Academic Boredom	Aggresiveness
Intensity of Playing Online Games	Pearson Correlation		1	.338**	139*
	Sig. (2-tailed)			<.001	.049
	N		201	201	201
Academic Boredom	Pearson Correlation		.338**	1	.236*
	Sig. (2-tailed)		<.001		<.001
	N		201	201	201
Aggresiveness	Pearson Correlation		139*	.236*	1
	Sig. (2-tailed)		.049	<.001	
	N		201	201	201

After conducting hypothesis testing, researchers conducted an effect size test using the Cohen's d Effect Size technique. This test is conducted to see how much influence an independent variable has on the dependent variable. For this reason, in this study, the effect size test was carried out separately between variable X1 and Y and variable X2 and Y. In the first effect size test, namely the variable intensity of playing online games on aggressiveness, the Cohen's d value was found to be 1.00.

Table 5. Test the effect size of the variable intensity of playing online games on aggressiveness.

			95% Confidence Interval		
			Standardizer ^a	Point Estimate	
				Lower	Upper
IBG	-	Cohen's d	10,005	1,001	0,839
Ag		Hedges' correction	10,040	0,998	0,836
					1,162
					1,158

Meanwhile, in the second effect size test, namely the variable of academic boredom on aggression, a Cohen's d value of 1.85 was found.

Table 6. Test the effect size of the academic boredom variable on aggression.

			95% Confidence Interval		
			Standardizer ^a	Point Estimate	
				Lower	Upper
KA	-	Cohen's d	16,517	1,850	1,632
Ag		Hedges' correction	16,574	1,844	1,627
					2,067
					2,060

The results of the two effect size tests above need to be interpreted using the effect size interpretation guidelines according to Cohen's d, which are outlined in the table below [25]. Based on the table below, the Cohen's d value for the variable of online gaming intensity on aggression, which is 1.00, falls into the large category. Meanwhile, the Cohen's d value of the academic boredom variable towards aggression, which is 1.85, falls into the big category.

Table 1. Guidelines for interpreting Cohen's d Effect Size.

Category	Effect Size (d)
Ignored	$0,00 \leq d < 0,20$
Small	$0,20 \leq d < 0,50$
Currently	$0,50 \leq d < 0,80$
Big	$0,80 \leq d < 1,30$
Very big	$1,30 \leq d$

Discussion

By Buss and Perry, aggression is defined as the urge to harm others, to express negative feelings such as hostility, to achieve personal desires. The presence of this impulse can also be caused by external and internal factors affecting the students themselves. The external factor that can trigger aggressive behaviour is online games. The results of this study indicate that there is a significant relationship between the

intensity of playing online games and aggressive behaviour. In other words, if the intensity of students playing online games increases, their aggressive behaviour also increases. In addition, the results of the Cohen's *d* Effect Size test indicate that the variable of online gaming intensity has a significant impact on aggressiveness. This finding is like Kartini's findings in 2016, which stated that the intensity of playing online games has a positive relationship with the aggressive behaviour of high school students. On the other hand, Isnaini et al.'s research also states similarly that there is a relationship between the intensity of playing online games and aggressive behaviour in adolescents.

If we look at the content of online games that are currently widely played by students, most of them contain elements of violence. In line with this, according to Fasya, exposure to violence through social media, especially online games, has recently become a widespread phenomenon [26]. Proven through the existence of missions to defeat opponents that can be accomplished by shooting and similar actions. According to Bandura, children or adolescents can be encouraged to learn a behaviour after they have done it repeatedly [26]. The result of this learning process is the imitation of what is learned or observed. Thus, when students intensely play online games, the violent elements in those games will be imitated. Furthermore, Dollard et al., and Miller argue that aggression can be driven by frustration [27]. Meanwhile, in online games, losses can also occur just like in regular games. Thus, students who play online games will feel frustrated when they experience such issues. On the other hand, frustration can also stem from network issues experienced when playing this online game. Considering that online games can only run when players have a good network connection. If there are network issues, the visuals produced by the online game become blurrier, slower, freeze, and delay, resulting in a lack of team cohesion and potentially leading to defeat. Frustration due to defeat is what leads to the emergence of aggressive behaviours such as anger, hostility, verbal aggression, and even non-verbal aggression. According to Baron & Byrne, aggression is an outlet for feelings of frustration [27].

In addition to the above results, it can also be proven that there is a significant relationship between the variable of academic boredom and aggressiveness. In other words, if the level of academic boredom among students increases, their aggressive behaviours also increase. This statement is in line with the analysis results from Affandi et al., which state that academic boredom leads to acts of violence or aggression towards peers, both direct aggression and in the virtual world (social media) [15]. Meanwhile, the Cohen's *d* Effect Size test states that academic boredom has a significant impact on aggressiveness.

According to Ozerk, the emergence of boredom may be related to students' perception that the subject matter or academic activities they engage in are meaningless [16]. Furthermore, Pekrun et al. describe boredom as an affective state consisting of unpleasant emotions, minimal stimulation, and low physiological arousal [16]. Because of the boredom, what students do is seek emotional diversion. As a result, aggressiveness can be expressed to vent boredom, stimulate excitement, and cope with the feelings that arise from the boredom experienced. Thus, it can be concluded that the major hypothesis

stating "there is a joint relationship between academic boredom and the intensity of watching violent shows with the level of aggressiveness among students of SMK X in Mojokerto City" is accepted.

CONCLUSION

Fundamental Finding: The conclusion of this study includes a significant relationship between the intensity of playing online games and students' aggressive behaviour, as well as between the variable of academic boredom and students' aggressive behaviour. It can be understood together that both X variables, namely the intensity of playing online games and academic boredom, have a significant impact on student aggression. From this conclusion, it can be interpreted that the major hypothesis stating "there is a simultaneous relationship between academic boredom and the intensity of playing online games with the level of aggression among students of SMK X in Mojokerto City" is accepted. **Implication:** It is important for schools, teachers, and parents to pay more attention to students' gaming duration and to create a more engaging and non-monotonous learning environment. Schools can develop more interactive teaching methods that are relevant to students' interests to reduce academic boredom. **Limitation:** The limitation of this study is the absence of criteria in the sampling process. Therefore, there are several respondents who are not accustomed to playing online games. Moreover, the scarcity of research on academic boredom makes this study still lacking in references related to that variable. **Future Research:** Suggestions for similar future research are related to sampling techniques. Use techniques by applying specific criteria so that both the respondents and the data obtained meet the expectations and objectives of the research. Additionally, increase the number of references for the academic boredom variable.

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Imelda Nova Amalia

Muhammadiyah University of Sidoarjo, Indonesia

Email: imeldaamalia33@gmail.com

***Ghozali Rusyid Affandi (Corresponding Author)**

Muhammadiyah University of Sidoarjo, Indonesia

Email: ghozali@umsida.ac.id
