

Original Article

The Influence of Internet Gaming Disorder on Emotional Maturity

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Abstract. The development of digital technology and increasing use of online games among adolescents pose challenges to students' emotional development, particularly vocational high school students who are at the stage of character formation and self-control. Excessive use of online games can cause difficulties controlling emotions, decreased discipline, and impulsive and aggressive behavior. This study aims to determine the description of Internet Gaming Disorder, emotional maturity, and the influence of IGD on the emotional maturity of students at SMK Negeri 57 Jakarta. The study used a quantitative approach with a survey method. The sample consisted of 207 students. Data collection was conducted using a Likert-scale questionnaire that had undergone validity and reliability testing. Data analysis included descriptive statistics, normality tests, linearity tests, and simple linear regression using SPSS 22. The results showed that students' IGD was in the low category at 67.63%, while emotional maturity was in the moderate to high category at 63.29%. The regression results showed a t-value of -3.468 with a significance value of $0.001 < 0.05$ and an R Square of 0.055. Thus, IGD had a negative and significant influence on emotional maturity of 5.5%, while 94.5% was influenced by other factors.

Keywords: Internet Gaming Disorder, Emotional Maturity, Counseling Guidance

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Introduction

In today's digital era, students face a variety of challenges that affect their attitudes, ways of thinking, and moral views. The moral problems that arise among adolescents show the importance of instilling strong moral and spiritual values so that they can filter information and adjust good social actions and norms (Maesak et al., 2025). In addition, the development of globalization and technological advances also have a great influence on changes in the social behavior of adolescents in the school environment. Based on the results of research conducted by Harefa (2022) it is known that globalization has a significant influence on students' social behavior with a percentage of 79.92%. The research shows that globalization changes, including technological advancements, have a direct impact on the mindset, behavior, and moral values of the younger generation. This condition shows that today's adolescents need the ability to control themselves and adjust their emotions in order to be able to deal with social changes and technological developments wisely.

Social changes and increasingly rapid technological developments encourage students, especially vocational school students, to have the ability to manage themselves and adjust their emotions well in order to be able to adapt to the challenges of modern life. Therefore, emotional maturity is one of the important aspects that need to be developed during adolescence. The importance of emotional maturity in adolescents is also supported by opinions (Maesak et al.,

2025) which explains that balanced education needs to integrate digital ethics, strengthening moral values, and social skills so that students are able to face the challenges of globalization while maintaining their moral integrity.

Emotional maturity is a condition that shows an individual's ability to maximize his or her potential during the developmental process towards adulthood (Adelia & Budiono, 2024). In addition, emotional maturity in adolescents is influenced by various factors, such as family, parental parenting, age, and the social environment that shape their personality (Fitri & Adelya, 2017). Singh & Bhargava (1990) It also explains that emotional maturity is the ability of individuals to control their emotional responses in a controlled manner so that they are able to adapt well in the social environment and carry out their roles optimally (Fitriani & Cahyono, 2025). With emotional maturity, individuals will be better able to build healthy social relationships, think more rationally, and control behavior when facing pressure or conflict (Oktavianingsih & Fitroh, 2021).

Emotional maturity is an important aspect in shaping the character and psychological balance of adolescents, especially during the transition period from children to adults. Adolescents who have good emotional maturity tend to be able to control themselves when faced with stress or frustration, while adolescents with low emotional maturity are more prone to emotional triggers and act impulsively. The picture of low emotional maturity in adolescents is seen in the study Kusnadi et al. (2024) of 200 adolescent online mobile game players in Indonesia showed that 81.5% of respondents had a low level of emotional maturity and 89.5% showed a high level of aggressiveness. The study also found a significant negative relationship between emotional maturity and aggressiveness with a value of $r = -0.442$ and a significance of 0.000 ($p < 0.05$). The results show that adolescents with low emotional maturity tend to show aggressive behavior and have difficulty controlling emotions when faced with pressure, including when experiencing defeat in online games.

The low emotional maturity in adolescents is inseparable from the rapid development of digital technology. The ease of internet access and a wide selection of online games make many students spend hours playing to the point of neglecting study, break time, and social interaction. Overview of the high tendency Internet Gaming Disorder in adolescents seen in research Ramadhani et al. (2019) which found that 18 out of 20 elementary school-age children in Blimbing Village, Malang, showed a high level of addiction to gadgets. A total of 19 children use gadgets for more than three hours per day, mainly to play online games such as Mobile Legends. In addition, the results of the study showed that self-control training was able to reduce the level of Internet Gaming Disorder significantly ($p = 0.04$). These findings suggest that excessive use of online games can affect adolescents' ability to control themselves and manage emotions.

The phenomenon of excessive use of online games is increasing among teenagers. Adolescence that tends to be unstable and has high curiosity makes it easier for them to be interested in trying various digital games (Novrialdy, 2019). This condition causes teenagers to become a vulnerable group to experience addiction to online games. Ulfa (2021) stating that online gaming has a high potential to cause addiction. If it persists in the long term, the addiction can develop into Internet Gaming Disorder, which is a pattern of playing games that are carried out continuously and repeatedly so that they have a negative impact on the psychological and social functioning of individuals (Prawesti & Sari, 2021).

Internet Gaming Disorder is a form of non-substance behavioral addiction characterized by excessive involvement in playing online games so that individuals find it difficult to control the timing and intensity of their play (Griffiths, 2005). Griffiths (2005) It also explains that these addictive behaviors have six main characteristics, namely salience, mood modification, tolerance, withdrawal, conflict, and relapse. This condition causes individuals to prioritize games over other important activities such as studying, socializing, and carrying out daily responsibilities. As a result, individuals who experience Internet Gaming Disorder often experience disturbances in social, emotional, and academic aspects.

The picture of the high use of online games in Indonesia can also be seen from national data. Based on data from the Central Statistics Agency (BPS) in 2023, children and adolescents aged 0–18 years dominate the online game market in Indonesia with a percentage of 46.2% (Sucipto, 2024). In addition, Niko Partners also reported that the number of game players in Indonesia in 2022 reached 180 million people and is expected to continue to increase every year (Amalia, 2023). The data shows that teenagers are the largest group of online game users so they are at a higher risk of experiencing Internet Gaming Disorder. This condition is reinforced by research (Anggreyani et al., 2020) which shows that online game users aged 12–22 years are made up of 64.45% of teenage boys and 47.85% of teenage girls.

The high intensity of playing online games not only impacts social behavior, but also affects the emotional state of teenagers. Teenagers often use online games as a means of entertainment or an escape from stress and anxiety (Surbakti et al., 2023). However, this condition can trigger aggressive behavior when adolescents are unable to control their emotions, especially when experiencing defeat in the game (Mamik & Islamarida, 2022). This impact was also found in the study (Rahmawati et al., 2024) which shows that addiction to playing Mobile Legends has an effect on the emotions of high school students. The study revealed that the habit of playing games for a long time can make a person more susceptible to emotional ingestion, lose self-control, and have difficulty managing feelings in a healthy way.

The results of other studies also show that excessive use of online gadgets and games can affect the emotional stability of adolescents. Research Nafiah & Ferdianti (2023) at SMA Negeri 1 Kedungwuni found that out of 79 adolescent respondents who used gadgets, as many as 43 students (54.4%) had unstable emotions and 67 students (84.8%) experienced poor sleep quality. The study showed that the high intensity of gadget use was related to increased emotional instability, such as irritability, restlessness, and difficulty controlling oneself when kept away from gadgets. The findings reinforce that addiction to technology and online games can reduce self-control skills, emotional stability, and negatively impact adolescents' social relationships.

Based on various previous studies, most research on online gaming has focused on its effects on aggression, stress, self-control, sleep quality, and academic achievement. Research Kusnadi et al. (2024) examined the relationship between emotional maturity and aggression among adolescent online game players. Research Rahmawati et al. (2024) investigated the influence of Mobile Legends addiction on the emotions of high school students, while the study Nafiah & Ferdianti (2023) examined the relationship between gadget use, emotional instability, and sleep quality among adolescents. Meanwhile, research Ramadhani et al. (2019) focused on the tendency toward gadget addiction and the effectiveness of self-control in reducing Internet Gaming Disorder. Although these studies have provided insights into various effects of online gaming, research specifically examining the influence of Internet Gaming Disorder on the emotional maturity of vocational high school students remains limited. Therefore, this study aims to examine the influence of Internet Gaming Disorder on the emotional maturity of students at SMK Negeri 57 Jakarta, thereby providing a more specific empirical perspective within the context of vocational high school education.

Based on this description, it can be seen that there are still limited research on the effect of Internet Gaming Disorder on emotional maturity in vocational school students. Most previous studies have focused on aggressiveness, stress, sleep quality, or decreased academic achievement due to addiction to online games, while research that addresses the emotional maturity of vocational school students is still very limited. In fact, vocational school students have different characteristics compared to high school or junior high school students because they often interact with technology and digital media in the learning process and daily activities. This condition causes vocational school students to have a higher risk of exposure to Internet Gaming Disorder. Therefore, this study has novelty or novelty because it specifically examines the influence of Internet Gaming Disorder on emotional maturity in vocational school students, which has been rarely studied in previous studies.

This research is important because the increased use of technology and online games in adolescents can have a serious impact on their emotional development. Vocational school students are in their late teens who are preparing for a more complex world of work and social life, so the ability to manage emotions is very important. If at this stage students are not able to control the use of technology properly, including in playing online games, then they are at risk of having difficulty controlling emotions, decreased discipline, and the emergence of impulsive behavior. Therefore, this study is expected to provide a deeper understanding of the influence of Internet Gaming Disorder on the emotional maturity of vocational school students as well as the basis for the preparation of guidance and counseling services to help students develop optimal emotional control skills.

Method

This study employed a quantitative approach with a correlational design aimed at determining the influence of Internet Gaming Disorder on the emotional maturity of students at SMK Negeri 57 Jakarta. In this study, Internet Gaming Disorder served as the independent variable (X), while emotional maturity served as the dependent variable (Y). Data was collected through a Likert scale questionnaire arranged by aspect Internet Gaming Disorder according to Griffiths (2005) and aspects of emotional maturity according to Singh & Bhargava (1990). The research data was analyzed using descriptive statistics, normality tests, linearity tests, and simple linear regression.

Participants

This study involved a population of 428 grade XI students at SMK Negeri 57 Jakarta. Sampling was conducted using a random sampling technique, so that every student in the population had an equal opportunity to become a respondent. The sample size was determined using the Slovin formula with a margin of error of 5% (0.05). Based on the calculation, the sample size obtained was 206.76, which was then rounded to 207 students. Subsequently, 207 students were randomly selected from all eleventh-grade students based on the available student list. Data were collected online using a questionnaire through Google Forms. The research participants consisted of 150 female students (72.46%) and 57 male students (27.54%).

Sampling Procedures

The population in this study is all students in grade XI of SMKN 57 Jakarta for the 2025/2026 Academic Year which totals 428 students. From this population, as many as 207 students were designated as research samples using simple random sampling techniques. This technique was chosen because each member of the population has an equal chance of being selected as a sample through a random sampling process, so that it is not affected by certain characteristics or classifications.

Instrument

The research instruments were developed by the researcher based on Griffiths (2005) theory for the Internet Gaming Disorder variable and theory Singh & Bhargava (1990) for the emotional maturity variable, which were elaborated into instrument blueprints according to the

aspects of each variable. The instruments used a four-point Likert scale with four response alternatives: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The Internet Gaming Disorder instrument consisted of 24 items based on six aspects: Salience, Mood Modification, Tolerance, Withdrawal Symptoms, Conflict, and Relapse, while the emotional maturity instrument consisted of 20 items based on five aspects: Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration, and Independence. The interpretation of the scores for the two instruments differed, with higher Internet Gaming Disorder scores indicating a higher level of Internet Gaming Disorder, while higher emotional maturity scores indicating a higher level of emotional maturity. Instrument validity was tested in stages using Pearson Correlation, with the first stage conducted on a pilot sample to determine item suitability and the subsequent stage conducted on 207 students as the research sample to confirm item validity in the main research data. An item was considered valid if the calculated r value was greater than the r table value of 0.189. The results showed that all items in both instruments were valid. Reliability testing using Cronbach's Alpha yielded a value of 0.957 for the Internet Gaming Disorder instrument and 0.880 for the emotional maturity instrument; therefore, both instruments were considered valid, reliable, and suitable for use in the study (Syahputra et al., 2025).

Procedures

Respondents were given a questionnaire consisting of 24 items of Internet Gaming Disorder and 20 items of emotional maturity which were distributed online using Google Form. In its implementation, the researcher first explains the purpose of the research to the respondents and provides instructions for filling out the questionnaire so that the respondents understand how to answer each statement. The researcher also ensures that the identity of the respondents is kept confidential so that the respondents can answer honestly and comfortably without feeling pressured. In addition, the language in each statement is made simple and easy to understand so that respondents remain comfortable and have no difficulties during the questionnaire filling out process

Data Analysis

This study was conducted using a quantitative data analysis approach, where descriptive statistical testing, normality test, linearity test, simple linear regression, simple linear regression coefficient, and determination coefficient were carried out using IBM SPSS 22 software. Simple linear regression analysis is used because this study aims to determine the influence of one independent variable, namely Internet Gaming Disorder, on one bound variable, namely students' emotional maturity. Through this analysis, researchers can determine the direction and magnitude of the influence of independent variables on statistically bound variables.

Results and Discussions

Result

Based on Table 1, it shows that out of 207 respondents, there are no students in the very high category (0%). Furthermore, as many as 34 respondents (16.43%) were in the high category, 140 respondents (67.63%) were in the low category, and 33 respondents (15.94%) were in the very low category. These results show that most of the XI grade students of SMK Negeri 57 Jakarta do not experience a high tendency for Internet Gaming Disorder. The low level of Internet Gaming Disorder indicates that the majority of students are still able to control the

duration and intensity of playing online games, so that gaming activities have not interfered with learning activities, social interactions, and daily activities. In addition, these results also show that most students are still able to divide their time between playing games with their academic and social responsibilities.

Table 1. Descriptive Statistics Internet Gaming Disorder

Interval	Categorization	F	%
79 – 96	Very High	0	0
61 – 78	Height	34	16,43
43 – 60	Low	140	67,63
24 – 42	Very Low	33	15,94
Total		207	100

However, there are still students who are in the high category, so there needs to be attention and assistance from schools, parents, as well as guidance and counseling teachers so that this tendency does not develop into online game addiction behavior that can affect students' emotional and academic conditions.

Table 2. Descriptive Statistics of Emotional Maturity

Interval	Categorization	F	%
66-80	Very High	64	30,92
51-65	Height	131	63,29
36-50	Low	12	5,79
20-35	Very Low	0	0
Total		207	100

Based on Table 2, it can be explained that out of 207 respondents, there were 64 respondents (30.92%) who were in the very high category. Furthermore, as many as 131 respondents (63.29%) were in the high category, while 12 respondents (5.79%) were in the low category, and there were no respondents in the very low category (0%). Thus, it can be concluded that the level of emotional maturity of grade XI students of SMK Negeri 57 Jakarta tends to be in the high category. The meaning of these results shows that most students have good skills in managing and controlling emotions, are able to think more calmly in dealing with problems, and can adjust to their social environment. In addition, the high level of emotional maturity also illustrates that the majority of students are able to control emotional reactions, be more responsible, and have quite good adaptability in daily life. These results show that students' emotional maturity has developed well so that it can support the learning process, social relationships, and students' ability to face various challenges in the school environment and daily life.

Table 3. Normality Test

		Unstandardize d Residual
N		207
Normal Parameters ^{a,b}	Red	.0000000
	Std. Deviation	6.07171833
Most Extreme Differences	Absolute	.087
	Positive	.087
	Negative	-.052
Test Statistic		.087
Asymp. Sig. (2-tailed)		.001 ^c
Monte Carlo Sig. (2-tailed)	Sig.	.086 ^d
	99% Confidence Interval	Lower Bound .079 Upper Bound .093

The normality test was carried out to find out whether the residual data in the study was normally distributed or not. Normality testing is one of the requirements in the use of parametric analysis, especially simple linear regression, so the data used must meet the assumption of normality so that the results of the analysis can be trusted and accurate. The results of the normality test using the Kolmogorov-Smirnov One-Sample with the Monte Carlo approach showed that the significance value (Sig.) was $0.086 > 0.05$. Therefore, it can be concluded that residual data is distributed normally, so that the data dissemination has met the assumption of normality. According to Sugiyono (2020), data that is normally distributed can be analyzed using parametric statistics. Therefore, this study can be continued using a simple linear regression analysis between the variables of Internet Gaming Disorder (X) and Emotional Maturity (Y). These results show that the research data has a good spread and does not experience distribution deviations, so a simple linear regression model is feasible to be used to determine the influence of Internet Gaming Disorder on students' emotional maturity.

Table 4. Linearity Test

			Sum of Squares	df	Mean Square	f	Sig.
Y* X	(Combined)		2314.680	46	50.319	1.406	.064
	Between Groups	Linearity	445.479	1	445.479	12.450	.001
		Deviation from Linearity	1869.201	45	41.538	1.161	.249
	Within Groups		5725.146	160	35.782		
	Total		8039.826	206			

A linearity test was conducted to find out whether the relationship between the variables of Internet Gaming Disorder and emotional maturity had a linear relationship or not. This test is important because simple linear regression requires a linear relationship between free variables and bound variables so that the results of the analysis can be used appropriately and accurately. Based on the results of the linearity test in the table above, it is known that the significance value of Deviation from Linearity is $0.249 > 0.05$. This shows that there is no deviation from the linear relationship between the variables of Internet Gaming Disorder and emotional maturity. Thus, it can be understood that the two variables have a linear relationship so that they are eligible for a simple linear regression analysis. These results show that changes in the variables of Internet Gaming Disorder are followed by changes in the variables of emotional maturity on a regular basis, so that the relationship between variables can be analyzed using a simple linear regression model.

Table 5. Simple Linear Regression Hypothesis Test

ANOVA						
Models		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	445.479	1	445.479	12.025	.001 ^b
	Residual	7594.347	205	37.046		
	Total	8039.826	206			
a. Dependent Variable: kematangan emosiY						
b. Predictors: (Constant), internet gaming disorderX						

The significance test below is used to determine the degree of significance or linearity of the regression. The criteria can be determined based on the significance value (sig) test, provided that the sig value < 0.05 . Based on the table above, the value of sig = < 0.05 can be interpreted that the sig $<$ of the significance criterion (0.05) thus the regression equation model based on the research data is significant, or the regression equation model meets the criteria. So it can be

concluded that variable X (Internet Gaming Disorder) has an influence on variable Y (Emotional Maturity). These results show that H1 is accepted and H0 is rejected.

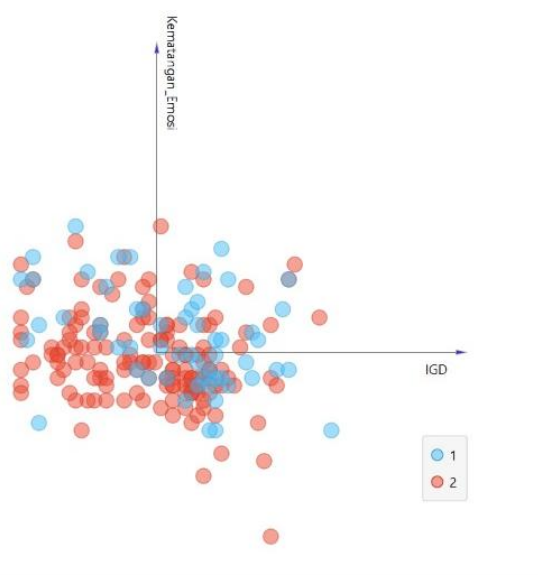


Figure 1. Scatter diagram of internet gaming disorder and emotional maturity variables

It illustrates the distribution of the relationship between Internet Gaming Disorder (IGD) and emotional maturity based on gender (1 = male, 2 = female). Visually, a negative relationship trend is apparent: higher IGD scores tend to correspond with lower emotional maturity. The data distributions for males and females overlap, suggesting no striking difference in the pattern of the relationship based on gender. However, confirming this relationship requires support from inferential statistical test results.

Table 6. Simple Linear Regression Coefficient

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	69.316	1.768		39.202	.000
Internet Gaming Disorder	-.129	.037	-.235	-3.468	.001

The constant value is 69.316, indicating that when the Internet Gaming Disorder (IGD) score is 0, the predicted emotional maturity score is 69.316. The regression coefficient for Internet Gaming Disorder is -0.129, indicating a negative relationship between Internet Gaming Disorder and emotional maturity. This means that a one-unit increase in the Internet Gaming Disorder score is predicted to result in a 0.129-point decrease in the emotional maturity score, assuming other conditions remain constant. Based on the results, the t-value is -3.468 with a significance value of 0.001, which is less than 0.05. Therefore, Internet Gaming Disorder has a statistically significant negative effect on emotional maturity. This indicates that higher levels of Internet Gaming Disorder are associated with lower levels of emotional maturity among students. Thus, H1 is accepted and H0 is rejected.

Table 7. Coefficient of Determination

Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.235 ^a	.055	.051	6.08651

Based on Table 7, an R Square value of 0.055 was obtained, which means that Internet Gaming Disorder has an influence of 5.5% on the emotional maturity variable. While the remaining 94.5% was influenced by other variables that were not studied in this study. The meaning of these results shows that Internet Gaming Disorder has an influence on emotional maturity, although the effect is relatively low because there are many other factors that also affect students' emotional maturity.

Discussion

Based on the analysis of the data that has been carried out, it is known that Internet Gaming Disorder has an influence on the emotional maturity of students of SMK Negeri 57 Jakarta. The normality test using the One-Sample Kolmogorov-Smirnov with the Monte Carlo approach obtained a significance value of 0.086 (> 0.05), so that the residual data was declared to be normally distributed. With the assumption of normality fulfilled, simple linear regression analysis can be used to test the research hypothesis. In addition, the linearity test showed a significance value of Deviation from Linearity of 0.249 (> 0.05) which means that the relationship between Internet Gaming Disorder and emotional maturity is linear. This condition shows that the analysis model used is appropriate to describe the relationship between the two research variables.

Based on simple linear regression testing, a constant value of 69.316 and a regression coefficient of -0.129 were obtained. This value shows that every one unit increase in Internet Gaming Disorder will be followed by a decrease in emotional maturity of 0.129. In addition, a t-value of -3.468 with a significance of 0.001 (< 0.05) showed a significant influence between Internet Gaming Disorder on students' emotional maturity. This means that the higher the level of students' tendency to experience Internet Gaming Disorder, the lower the student's ability to control, manage, and express emotions maturely. In contrast, students with low levels of Internet Gaming Disorder tend to have better emotion regulation abilities.

The value of the determination coefficient (R Square) of 0.055 showed that Internet Gaming Disorder contributed 5.5% to the emotional maturity of students, while the remaining 94.5% was influenced by other factors outside the study. This shows that emotional maturity is not only influenced by online gaming behavior, but also influenced by various other factors such as self-control, parenting, social environment, psychological condition, and an individual's ability to deal with stress and manage stress.

The study also found that students' Internet Gaming Disorder levels are in various categories, ranging from low to high, with a tendency to be in the medium to high category. This condition shows that some students have a fairly high intensity of playing online games and have the potential to lead to addictive behavior if not controlled properly. This phenomenon can occur because adolescents are in a developmental phase that has high curiosity, is easily attracted to digital challenges and entertainment, and has a great need to gain social recognition from their circle of friends. Online games provide various forms of virtual rewards, competitions, and social interactions that make students feel comfortable and constantly encouraged to play for a long time.

Meanwhile, the picture of students' emotional maturity shows quite a variety of categories, although the majority are at moderate to high levels. This indicates that most students are able to manage emotions quite well, but there are still students who have difficulty controlling emotions, dealing with pressure, and controlling impulses when facing certain problems.

The findings of this study are in line with the theory [Griffiths \(2005\)](#) because it shows that the higher the Internet Gaming Disorder students, the lower the level of emotional maturity. This can be seen from the results of a simple linear regression test which obtained a regression coefficient value of -0.129 with a significance value of 0.001 (< 0.05), thus proving the existence of a significant negative influence between Internet Gaming Disorder to the emotional maturity of students. The findings are in line with the opinion [Griffiths \(2005\)](#) which states that individuals who experience online gaming addiction tend to have difficulty controlling behavior, emotions, and social activities due to excessive gaming involvement. Aspects presented [Griffiths \(2005\)](#) such as salience, mood modification, tolerance, withdrawal, conflict, and Relapse It is also seen in the results of this study, where students prioritize games, use games as an escape from stress, and have difficulty controlling themselves when playing excessively.

In addition, the results of this study also support the theory [Singh & Bhargava \(1990\)](#) which states that emotional maturity is characterized by the ability of individuals to control emotions, think rationally, and adjust well in the social environment. In this study, it was found that students with Internet Gaming Disorder tend to be more irritable, frustrated, impulsive, have difficulty concentrating, and are less able to deal with problems maturely.

The results of this study are in line with the research conducted by [Kusnadi et al. \(2024\)](#) with the title "The Relationship of Emotional Maturity with Aggressiveness in Adolescent Online Game Players" which showed that there was a significant negative relationship between emotional maturity and aggressiveness with a correlation value of $r = -0.442$ and a significance of 0.000 ($p < 0.05$). This suggests that low emotional maturity is related to increased aggressive behavior in adolescents. The findings support the results of this study that students with Internet Gaming Disorder tend to have difficulty controlling emotions, making it easier to show impulsive and aggressive behavior when faced with certain situations.

In addition, the results of this study are also supported by research conducted by [Iffdil et al. \(2024\)](#) entitled "Development of the Indonesian Version of the Internet Gaming Disorder Scale (ID-IGDS)". The results of the study show that Internet Gaming Disorder (IGD) is a condition that has a complex psychological and behavioral impact on adolescents. The study found that individuals with high levels of IGD tended to have difficulty controlling gaming behavior, loss of concentration, anxiety when unable to play games, as well as a tendency to keep coming back to play despite trying to quit. In addition, this study also explains that emergency room is related to various psychological characteristics such as neuroticism, psychological distress, and low self-control that can affect an individual's emotional state. Thus, the findings further strengthen the results of this study that Internet Gaming Disorder Not only does it have an impact on gaming behavior, but it also affects the psychological condition and emotional regulation ability of adolescents.

Other research that supports the results of this study was conducted by [Pratiwi et al. \(2025\)](#) in the journal "Disorder vs Behavior: The Influence of Internet Gaming Disorder on Phubbing Behavior". The results of the study show that Internet Gaming Disorder (IGD) has a significant influence on student behavior with a significance value of 0.000 (< 0.05) and an R Square value of 0.614 which means that IGD contributes an influence of 61.4%. The study also explains that students with Internet Gaming Disorder They tend to be dependent on online games and digital devices, find it difficult to control their gaming behavior, and focus more on virtual activities than in-person social interactions. These conditions show that Internet Gaming Disorder Not only does it have an impact on gaming behavior, but it also affects the self-control, regulation of emotions, and the psychological state of adolescents. Thus, the results of this study further reinforce that the higher the level of Internet Gaming Disorder In students, the greater the negative impact that arises on their emotional development and social behavior.

Other research that supports the results of this study was conducted by [Erwinda et al. \(2024\)](#) in the journal "Internet Gaming Disorder and Learning Motivation of Vocational Students". The results of the study show that Internet Gaming Disorder (IGD) has a significant negative influence on students' learning motivation with a regression coefficient value of -0.488 and a

significance of 0.000 (< 0.05). In addition, a determination coefficient value (R^2) of 0.356 was obtained which indicates that Internet Gaming Disorder contributed an influence of 35.6% to changes in students' learning motivation. The study also explained that students with high levels of emergency room tend to have difficulty controlling the intensity of playing games, neglect academic responsibilities, lose focus on learning, and spend more time playing games than doing other productive activities. These conditions show that Internet Gaming Disorder Not only does it have an impact on gaming behavior, but it also affects the psychological aspects, discipline, and self-control abilities of students. Thus, the results of this study further reinforce that the higher the level of Internet Gaming Disorder In adolescents, the greater the negative impact that arises on the development of their behavior and academic function.

Furthermore, the research [Rahmawati et al. \(2024\)](#) with the title "The Effect of Mobile Legends Online Game Addiction on High School Students' Emotions" indicates that addiction Online Games It affects the increase in negative emotions, loss of self-control, and difficulty in managing feelings in a healthy way. This reinforces that the impact of emergency room is not only on behavior, but also on the psychological state of the individual.

Other research by [Nafiah & Ferdianti \(2023\)](#) with the title "The Relationship between Gadget Use and Adolescent Emotional Stability and Sleep Quality" shows that as many as 54.4% of students have unstable emotions due to high use of gadgets. This suggests that excessive use of technology can affect an individual's emotional state. These findings are relevant to the context of emergency rooms as part of uncontrolled use of technology.

In addition, the research [Ramadhani et al. \(2019\)](#) with the title "The Effect of Self-Control Training on the Reduction of Internet Gaming Disorder in Children" shows that there is a significant decrease in the rate of addiction Online Games After being given self-control training with a significance value of $p = 0.04$ (< 0.05). This shows that self-regulation skills play an important role in overcoming Internet Gaming Disorder. Thus, efforts to prevent and handle emergency rooms can be carried out through strengthening self-control.

In line with these findings, the research conducted by [Khairati et al. \(2025\)](#) titled "Analysis of the phenomenon and intervention of online gaming disorder Internet Gaming Disorder in students" indicates that the tendency Internet Gaming Disorder (IGD) in public school students in urban areas is at a significant risk level, with 45.7% of respondents in the medium category. These findings confirm that in the absence of strong environmental protective factors, such as religious values-based schools with intensive supervision systems, the vulnerability of student addiction increases substantially. The most prominent dimensions of addiction were Tolerance (75.0% in the Medium-High category) and Relapse (49.1% in the Medium category), which showed a pattern of loss of control over the duration of play as well as a strong urge to return to play after trying to quit. This suggests that the emergency room has complex and repetitive addictive characteristics.

Furthermore, based on research [Yuliani et al. \(2025\)](#) titled "The Relationship between the Intensity of Online Game Playing and Emotional Intelligence in Adolescents at SMP Negeri 1 Padamara" The results were obtained that there was a significant relationship between Internet Gaming Disorder (IGD) with the emotional maturity of students, indicated by a p-value of 0.000 (< 0.05) with a correlation coefficient of -0.607 which is included in the strong category and negative. This means that the higher the level of emergency room or playing intensity Online Games, then the emotional maturity of students tends to decrease, and conversely, the lower the intensity of playing, the higher the emotional maturity. These findings provide strong empirical support and reinforce the negative relationship between emergency room and students' emotional maturity.

Based on research [Christie et al. \(2026\)](#) titled "The Relationship of Online Game Addiction Behavior with Emotional Disorders in Adolescents at SMA Negeri 1 Bengkulu City in 2025", it is known that almost some adolescent respondents are in the category of addiction Online Games high in 43 respondents (47.8%), and most of them experienced emotional disturbances in the abnormal category as many as 40 respondents (68.9%). Statistical test results show that

there is a significant relationship between addiction Online Games with emotional disturbances with a p-value of 0.000 (<0.05). This further reinforces that addiction Online Games has a direct impact on the emotional state of adolescents.

The findings of [Lemmens et al. \(2015\)](#) titled "The Internet Gaming Disorder Scale" indicate that Internet Gaming Disorder (IGD) is associated with various emotional and psychosocial difficulties. In their study of Dutch individuals aged 13–40 years, more than 5% of the population met the DSM-5 criteria for IGD. Through latent class analysis, the researchers identified three groups of gamers: normal gamers (79%, $n = 784$), risky gamers (16%, $n = 157$), and disordered gamers (4.9%, $n = 48$). The disordered gamers reported between 6 and 9 IGD criteria, with a mean score of 7.30 ($SD = 1.23$), and 63% of this group were male. Compared with nondisordered gamers, disordered gamers demonstrated lower self-esteem and prosocial behavior and higher levels of loneliness and aggression. These findings suggest that problematic and disordered gaming is associated not only with excessive gaming behavior but also with less favorable emotional and psychosocial functioning.

In addition to the results of the research conducted by [Faza & Halimah \(2022\)](#) in an article titled "The Effect of Mobile Legends Gaming Motives on Internet Gaming Disorder in Emerging Adulthood" shows that simultaneous gaming motives have a significant influence on Internet Gaming Disorder (IGD) of 28.3% ($R^2 = 0.283$; $p < 0.05$). Partially, only escape motives had a significant effect on the increase in emergency room with a contribution of 29% ($p < 0.05$), while other motives such as social, competition, coping, skill development, fantasy, and recreation did not show a significant influence. These findings indicate that the tendency of individuals to use games as a means of escape from stress or life problems is a major factor that increases the risk of emergency room, compared to other motives for play.

Research results in journals [Adhyaksa & Valentina \(2023\)](#) titled "Factors Influencing Internet Gaming Disorder in Adolescents in the Modern Technological Era: Literature Review" indicates that the prevalence Internet Gaming Disorder (Emergency Department) is quite high, which is 8.4% in men and 4.5% in women in Asia, and 20.62% of students in Indonesia experience emergency room, which indicates high vulnerability in adolescence to early adulthood. High internet exposure is also seen from 60% of adolescents using the internet daily and 79.5% are active users, which contributes to the increase in addictive behavior. Psychologically, the internet escapism factor had a significant positive relationship with addiction with a value of $r = 0.525$ and a regression coefficient of $b = 1.240$ ($p < 0.05$), while sensation seeking contributed 40.7% to addiction Online Games, and it was found that 64.7% of adolescents experienced addiction Online Games with high playing motivation of 66.7%. The data showed that individuals with IGD tended to use games as an escape from problems, had a high pleasure drive, as well as difficulty in controlling behavior, which indirectly reflected low emotional maturity in managing stress and negative emotions.

Based on various research findings that have been described, it can be seen that the relationship between Internet Gaming Disorder and emotional maturity does not occur simply, but is influenced by a number of interrelated factors. Therefore, to understand the results of this study more comprehensively, it is necessary to examine the factors that contribute to the emergence of Internet Gaming Disorder as well as affect the emotional maturity of students.

The factors that affect Internet Gaming Disorder and emotional maturity in students do not stand alone, but are interrelated and influenced by various internal and external aspects. In general, these factors include self-control, parental parenting, psychological conditions (such as stress, anxiety, and loneliness), social environment, duration and intensity of gaming, and the motive for playing the game itself.

Self-control is one of the main factors that affect these two variables. Students who have low self-control tend to have difficulty managing their time and behavior playing games, making them more susceptible to experiencing Internet Gaming Disorder. On the other hand, low self-control also has an impact on less than optimal ability to manage emotions. This is in accordance with the results of research conducted by [Kurniawan et al. \(2023\)](#) which states that low self-

control and the existence of Fear of Missing Out (FoMo) makes it more difficult for teenagers to control gaming behavior.

In addition, parental parenting also plays an important role in shaping game usage behavior and student emotional development. Parenting that provides less supervision or tends to be permissive can increase the risk of addiction Online Games, as well as inhibiting the development of emotional maturity. This is in accordance with the results of research conducted by - Stuart O'Neill (2025) which explains that the lack of parental supervision and the condition of the family environment also affect the emergence of Internet Gaming Disorder in adolescents.

Psychological factors such as stress, anxiety, and loneliness are also major triggers. Many students make Online Games as a means of escape from the pressure or problems faced. However, the use of games as non-adaptive coping actually strengthens dependence and lowers the ability to regulate emotions. This is in accordance with the results of research conducted by Adhyaksa & Valentina (2023) which suggests that internet escapism and psychological conditions have a significant relationship with addiction Online Games.

The social environment and peers also have a great influence. Students who are in environments with high intensity play tend to be excessively involved. In addition, the need to be accepted into a group can also encourage students to continue playing the game, even if it has a negative impact. This is in accordance with the results of research conducted by Fanajhia & Karuniawaty (2025) which states that social and environmental factors play a role in increasing the risk of addiction Online Games.

In addition, the motive for playing games, especially as a form of escape (Escape), became the most dominant factor in encouraging the emergence of emergency rooms. Students who use games as a way to avoid problems or negative emotions tend to become addicted more easily. This is in accordance with the results of research conducted by Faza & Halimah (2022) which shows that the escape motif has the most significant influence on the increase Internet Gaming Disorder. By referring to these various factors, it can be understood that the results of this study show a negative influence Internet Gaming Disorder Emotional maturity is a consequence of the complex interaction between internal and external factors experienced by students. Internal factors such as low self-control, psychological conditions such as stress, anxiety, and loneliness, and the tendency to use games as an escape from problems contribute to the increase in addictive behavior while weakening the ability to regulate emotions. On the other hand, external factors such as parental parenting, social environment, and high intensity of gaming also reinforce this tendency. The interaction of these various factors causes students not only to have difficulty in controlling gaming behavior, but also to face obstacles in managing emotions maturely, thus having an impact on the quality of their emotional maturity.

Based on these urians, it can be concluded that Internet Gaming Disorder and emotional maturity are influenced by various factors that interact with each other, both from within the individual and from the surrounding environment. These factors not only contribute to the emergence of addictive behaviors, but also affect students' ability to manage emotions maturely. Therefore, comprehensive efforts are needed, both through family roles, school environments, and guidance and counseling services, to help students develop optimal self-control and emotional maturity.

The implications of this study show that Internet Gaming Disorder has an influence on students' emotional maturity, so the active role of guidance and counseling teachers, schools, and parents is needed in helping students control the use of online games and develop emotional management skills. The results of this research can be used as a basis for the preparation of guidance and counseling services that focus on self-control, time management, and strengthening students' emotional maturity in the digital era. In addition, further research is expected to develop a study by adding other variables such as parenting, self-control, or social support in order to obtain more in-depth results on the factors that affect Internet Gaming Disorder and adolescent emotional maturity

Conclusions

Based on the results of the research that has been conducted, it can be concluded that there is a significant negative influence between Internet Gaming Disorder on the emotional maturity of SMK Negeri 57 Jakarta students. The results of simple linear regression analysis showed a calculated t-value of -3.468 with a significance of 0.001 (< 0.05), so that the higher the level of Internet Gaming Disorder students, the lower the level of emotional maturity. In addition, the results of the study also showed that the level of Internet Gaming Disorder of students tended to be in the low category, while the level of emotional maturity of students was in the high category. These findings show that most students are still able to control online gaming behavior, although there are still some students who show excessive gaming tendencies that have the potential to affect their emotional state.

Furthermore, the results of this study show that Internet Gaming Disorder contributes 5.5% to students' emotional maturity, while the remaining 94.5% is influenced by other factors outside the scope of this study. This finding indicates that although Internet Gaming Disorder has a statistically significant negative influence on emotional maturity, its contribution is relatively small. Therefore, students' emotional maturity is more strongly influenced by other factors that were not examined in this study, such as self-control, parenting, social environment, psychological conditions, and the ability to manage stress and pressure. In other words, Internet Gaming Disorder is only one of several factors that contribute to students' emotional maturity and cannot be considered the primary factor determining their emotional development. Nevertheless, the significant negative influence found in this study indicates that excessive online gaming behavior can still affect students' ability to control, manage, and express their emotions maturely. Thus, Internet Gaming Disorder remains an important factor to consider in the emotional development of adolescents in today's digital era.

The results of this study also contribute to the field of guidance and counseling, especially in expanding understanding of the influence of Internet Gaming Disorder on the emotional development of adolescents in vocational school environments. In addition, this study also strengthens Griffiths' theory of Internet Gaming Disorder as a form of behavioral addiction that impacts the psychological and social aspects of individuals, as well as Singh & Bhargava's theory of the importance of emotional maturity in adolescents' self-control and social adjustment skills. Therefore, this research is expected to be one of the scientific reference sources for the development of guidance and counseling studies, especially related to digital addictive behavior and adolescent emotional development.

In line with this contribution, this research also has practical implications for guidance and counseling teachers, schools, and parents in helping students face the challenges of using digital technology. The results of this research can be used as a basis for the preparation of guidance and counseling services that focus on strengthening self-control, emotional management, and time management so that students are able to use online games in a healthier and more balanced way. In addition, assistance and supervision efforts from the family and school environment are also important to prevent the emergence of excessive gaming behavior in adolescents.

However, this study still has some limitations that need to be considered. These limitations include limited data collection time, the number of respondents who only come from one school, and the use of quantitative approaches that have not been able to explore students' subjective experiences in depth. In addition, this study only examines one independent variable so it does not include other factors that can affect students' emotional maturity more broadly. Therefore, researchers are further advised to add other variables such as self-control, parental parenting, social support, or academic stress, as well as use a mixed methods or qualitative approach to gain a deeper understanding of the influence of Internet Gaming Disorder on adolescent emotional development.

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