

Application of Islamic Counseling Approach in Handling Online Game Addiction

Muslima¹, Evi Zuhara¹, Yuliana Nelisma¹, Aulia Dian Miranda¹, Safira Khairun Nisa¹

¹Guidance and Counseling, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Email: muslima@ar-raniry.ac.id

Abstract. *The use of Islamic therapy to treat college students' addiction to internet gaming. Addiction to online gaming has become a major issue for college students, having a detrimental effect on their social lives, mental health, and academic performance. The purpose of this study is to investigate how well Islamic counseling works to treat college students' addiction to online gaming. Eight college students who had been diagnosed with an addiction to online gaming were among the 80 students in the quantitative-experimental sample employed in this study. An online gaming addiction scale that had undergone validity and reliability testing served as the tool. Data analysis employed an N-Gain test to observe changes in outcomes following the intervention, and a normality test to guarantee data distribution. Further analysis was made possible by the study's demonstration that the data were regularly distributed. After that, information was gathered via in-depth interviews to learn about the experiences of the participants and a questionnaire that assessed the degree of online gaming addiction before and after the intervention. The findings demonstrated that, in comparison to the control group, students who got Islamic therapy saw a notable drop in their degree of online gaming addiction. Additionally, participants felt that the counseling improved their social interactions and enhanced their spiritual well-being. These results suggest that by bolstering spiritual elements as a basis for recovery, Islamic counseling can be a successful and comprehensive approach to treating college students' addiction to online gaming. Thus, by helping students internalize spiritual ideals, cultivate self-control, and adopt healthy habits, an Islamic counseling method can effectively assist them lessen their addiction to online gaming.*

Keywords: *Islamic Counseling, Online Game Addiction, Cultivate Self-Control*

Received: January 2, 2026

Revised: February 6, 2026

Accepted: March 1, 2026

INTRODUCTION

According to Azhary et al. (2026) an online game is a website that connects to a virtual world through the internet. Online games can now be accessed from anywhere thanks to the expanding online gaming industry's features and technology (Sanjaya et al., 2023). The issue of game addiction receives a lot of attention and is frequently discussed by the general public. At the moment, a lot of study is concentrated on measures to avoid gaming addiction. Unquestionably, the quick advancement of technology will have detrimental effects, such as making elementary school students more susceptible to gaming (Zuliaty et al., 2023).

The World Health Organization (WHO) has classified online game addiction as a mental health issue. In order to address this issue, this paper identified an Islamic psychospiritual method as a substitute for holistic therapy. Seven experts psychiatrists, counselors, and lecturers from several Malaysian universities were interviewed for the study using qualitative approaches

(Hanafiah & Van, 2015; Aga, 2013). Islamic psychospiritual remedies as well as the signs, consequences, and contributing aspects of addiction are identified through thematic analysis.

Experts have found solutions utilizing the Islamic psychospiritual approach to lessen the problem, and the outcomes demonstrate a variety of consequences and contributing aspects to the issues (Lukman et al., 2024). Online game X is a multiplayer online battle arena (MOBA) game that is played concurrently by teams, each of which contains five players. In addition to selecting their own heroes, players can select the members of their team (Chen et al., 2018; Carlini & Lulli, 2019; Thavamuni et al., 2023). The idea behind the online game X is to assault and beat the other team (Rani et al., 2018).

54.1% of Indonesian teens between the ages of 15 and 18 suffer from an addiction to online gaming; specifically, 77.5% of male teenagers and 22.5% of female teenagers play online games for two to ten hours every week (Gurusinga et al., 2020; Manora et al., 2023; Bahri, 2023). According to Yee's research, 64.45% of male teenagers and 47.85% of female teenagers who play online games between the ages of 12 and 22 reported having an online gaming addiction (Anggreyani et al., 2020). According to (Istiqomah & Suyadi, 2019), game addiction is an excessive amount of online or offline gaming that interferes with social life, the family environment, employment, education, and other areas of a person's life.

Online gaming addiction, according to (Seay & Kraut, 2007), is when playing online games takes precedence over other activities, leading to tension and anxiety when one is unable to play. In this sense, efforts must be made to fight the addiction to online games, which indirectly affects learning interest (Mauboy & Siagian, 2022). A data mining technique is needed to analyze data pertaining to the association between playing online games (Gurning & Mustakim, 2021).

Research on Using the Fuzzy C-Means Algorithm to Group Online Game Addiction Levels was done by Muhammad and Budianita in 2022. Based on the test findings, the silhouette coefficient approach yielded 148 records in cluster 1, 50 records in cluster 2, and 102 records in cluster 3. In order to help identify the order of hero launch, the study (Devil et al., 2022) used the KMeans algorithm to cluster three groups of heroes and role-playing in the video game Mobile Legend.

According to Mais et al. (2020) research, 49 students (72.1%) had an uncontrolled category of online game addiction, which is consistent with the study's most prominent findings. According to Mais's study's findings, participants developed an addiction to online gaming because they were captivated by the game and wanted to play it nonstop till it was over without realizing it. (Mais et al., 2020).

Overuse of online gaming can have detrimental effects on a player's health (less sleep, irregular eating habits, headaches, back pain, social anxiety, and depression), academic performance (missing school, dropping out, and losing educational opportunities), employment (loss of job or career), and social relationships (committing crimes, withdrawing from the environment, and acting badly toward family) (Istiqomah & Suyadi, 2019). The usage of online games or games that are played repeatedly and for extended periods of time is known as game addiction (Kuss & Griffiths, 2012; Lu & Wang, 2008). This behavior results in the desire to play online games using a computer or smartphone, which has an impact on attitudes that tend to remove oneself from social life (Wahyudi, 2022).

Game addiction is the compulsive or excessive usage of video games that leads to a number of issues, including emotional and social ones, despite the players' inability to quit playing (Bramadan, 2021). Mental illnesses, anxiety, and feelings of insecurity are possible outcomes of an addiction to online gaming because the goal of these games is to make them completely enjoyable so that players can live with their hearts and minds (Putra et al., 2019). Boring routines, a lack of opportunity to unwind from a demanding lecture schedule, and an uncomfortable living environment are the main causes of excessive online gaming (Kurnisari, 2021).

Environmental factors, personal characteristics, and a lack of parental supervision are the main reasons of online gaming addiction (Schneider et al., 2017; Chung et al., 2019; Choi et al., 2018). Students who want to play online games seek out activities that involve playing online games (Dalimunte, 2020). An uncontrollable obsessive level to repeat a behavior without taking into account the negative repercussions for the individual is one of the many levels of this addiction (Batubara & Dina, 2022).

Online game addicts typically experience headaches, insomnia, and most hazardous of all mental illnesses (Ondang et al., 2020). An addiction to online games results in a loss of self-control over playing time, which can lead to issues in a person's life, a need to play for longer periods of time, and emotional instability if playing time is cut down (Pratama et al., 2020). Some students use online gaming as a business in addition to their leisure time, selling valuable in-game objects, characters, and money (Budhi & Indrawati, 2016). People end up wasting time with no apparent purpose, which is another detrimental effect (Putra et al., 2019).

The impulse to play online games will become uncontrollable for those who are addicted to them. They will keep playing online games for longer periods of time and concentrate solely on them Maulidi et al. (2020). Due to its intriguing characteristics, online games have a propensity to become addicting for players (Fitria & Karneli, 2019). Because it can provide you a sense of fulfillment and amusement in your spare time, playing online games appears to be a lifestyle in and of itself, and it is popular among people of all ages (Rani et al., 2020).

Playing games onlineThe drawback for pupils is that it becomes consumptive and results in behavioral addiction or addictive consequences. Students that use smartphones only have basic thought processes (Krishnamurthy et al., 2026; Aspandi et al., 2026). Ideally, motivation can help people who are studying or finishing their last assignments learn more effectively (Pratiwi & Karneli, 2021). Therefore, in order to succeed in their prospective academic accomplishments, people should be able to grasp how to carry out tasks in accordance with their responsibilities and duties (Yani & Ningsih, 2022).

The aforementioned online gaming addiction can be overcome by making a sincere commitment to never play online games again, adopting a frugal mindset in place of spending money on them, and attempting other constructive pursuits like reading, working out, and other hobbies (Eka, 2020). Some findings from studies on treating students' addiction to online games, including the use of aversion conditioning methods (Handayani, 2020), behavioral counseling combined with self-management techniques, group counseling combined with acceptance and commitment therapy techniques (Handayani, 2020), group counseling combined with bibliotherapy techniques (Rizai, 2021), and the use of family counseling to lessen students' addiction to online games (Pratanti & Nuryono, 2021).

Islamic counseling assigns spiritual order and domicile order to the client's face with the goals of prevention, healing, rehabilitation, and development. Spiritual approaches reflect al-qudwah al-hasanah, impart spiritual lesson suggestions, and foster compassion and love (Yahya et al., 2021). The approach is where Islamic counseling services differ from general counseling services, which include information services, placement and distribution services, tutoring services, individual counseling services, group counseling services, and group guidance services, as suggested by Fahyuni (2018).

METHODS

This study employed quantitative experimental research as its methodology. Thirteen students were selected as samples from the 80 students that made up the population of this study on the application of Islamic counseling to online game addiction in students. The purposive sampling strategy was the sampling method employed in this investigation. Based on this, the study's sampling criteria are students in the high and medium categories who have an addiction to playing online games. Inferential statistical methods will be used to analyze the research data. The dependent variable (Y) and the independent variable (X) are the only variables present in the

data, which the author analyzes using linear regression analysis techniques. Because SPSS 23 software is extensively used in research, including social research, and because computer services are easy to use, the researcher employed it to examine the validity of this item. The item validity test results are as follows.

Table 1. Item Validation Results

Item	r count	r table	Information
1	0.897	0.381	Valid
2	0.895		Valid
3	0.056		Invalid
4	0.756		Valid
5	0.968		Valid
6	0.922		Valid
7	0.796		Valid
8	0.954		Valid
9	0.959		Valid
10	0.929		Valid
11	0.943		Valid
12	0.811		Valid
13	0.537		Valid
14	0.956		Valid
15	0.955		Valid
16	0.970		Valid
17	0.966		Valid
18	0.957		Valid
19	0.953		Valid
20	0.564		Valid
21	0,000		Invalid
22	0.575		Valid
23	0.826		Valid
24	0.905		Valid
25	0.800		Valid
26	0.462		Valid
27	0.677		Valid

34 students participated in a trial run of the study tool by the researcher. 27 of the original 54 elements were deemed genuine, while the remaining 27 were deemed invalid. Additionally, the study included 27 legitimate items. Following a trial with 27 students at the study site, there were 25 valid items and 2 invalid items. Lastly, there were twenty-five valid items in the instrument employed in this investigation. Islamic counseling can be used to treat online game addiction in a way that is grounded in Islamic principles, such as emphasizing the significance of preserving equilibrium in life, abstaining from excessive behavior (ghuluw), and fortifying spiritual bonds with Allah.

Table 2. Data Reliability Test Reliability Statistics

Cronbach's Alpha	N of Items
,976	27

The study instrument's dependability test was carried out on location. Initially, forty students from semesters three and five at UINSU. The instrument is regarded as reliable as the reliability test results revealed a Cronbach's Alpha score of 0.683, which is higher than 0.60. The reliability of this instrument was then confirmed by the Cronbach's Alpha result of 0.976, which was also greater than 0.60, at UIN Ar-Raniry, where the study was carried out with 40 class IX A

students. These findings suggest that the tool utilized in the research on the utilization of Islamic therapy to address addiction to online games is dependable and operational.

RESULTS AND DISCUSSION

From the results of the distribution of the Likert scale, the results obtained students who have online game addiction in the high and medium categories. So that 8 students were selected into one group that would be given treatment.

Table 3. Pretest Results of Online Game Addiction in Students

No.	Learners	Score	Category
1	NHMR	84	Medium
2	MR	86	Medium
3	NA	90	High
4	MRA	87	Medium
5	APS	89	High
6	IG	98	High
7	MA	89	High
8	AP	87	Medium
Total		710	High
Average		88,75	

Eight students took the online gaming addiction pretest, and the results showed a total score of 710 with an average of 88.75, which falls into the high range. Four students (or 50% of the total) fell into the intermediate category, and four students (or 50%) fell into the high category. This suggests that students generally have a high level of online game addiction, necessitating follow-up efforts in the form of counseling services, learning support, and time management strategies to prevent game playing from interfering with students' social and academic development.

Table 4. Post-test Results of Online Game Addiction in Students

No.	Learners	Score	Category
1	NHMR	59	Low
2	MR	52	Low
3	NA	58	Low
4	MRA	53	Low
5	APS	66	Low
6	IG	73	Currently
7	MA	68	Currently
8	AP	63	Low
Total		492	Low

The majority of students fell into the low category, according to the findings of the post-test on online game addiction, which was completed by eight students and had a total score of 492 points. Six kids (75 percent) had low levels of online game addiction, two students (25 percent) had medium levels, and none of the students had severe levels. This indicates that while there are still a few students who fall into the medium category and still need more care and direction, overall student addiction to online games is at a low level.

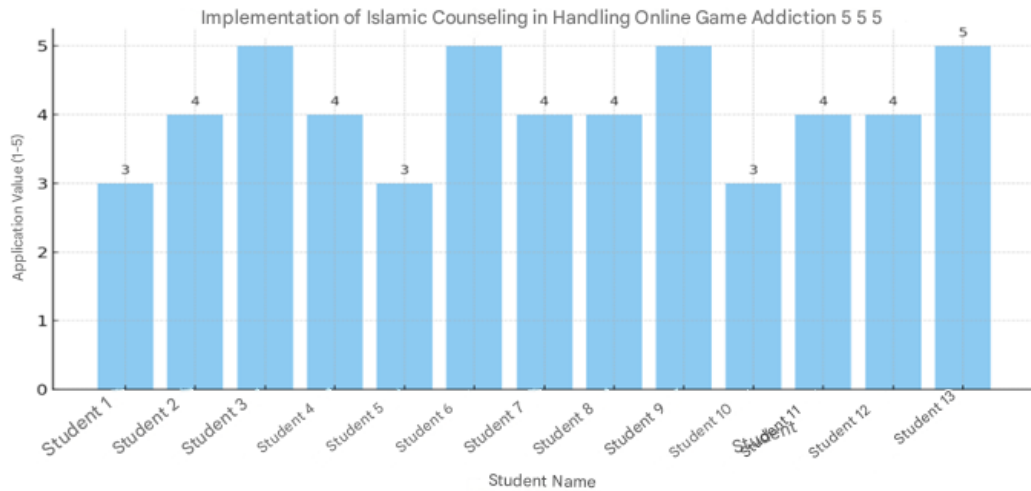


Figure 1. Implementation of Islamic Counseling in Handling Online Game Addiction

The value limit >65 falls into the high group, indicating that eight students have a high degree of addiction to online games, as each category has its own value limit. The medium category is represented by the value limit <65, which indicates that 57 students fall into the medium category for online game addiction. Thirteen pupils have a level of online game addiction in the low category, as shown by the value limit <148. As can be seen from the pre-test results or before treatment, which were included in the high and medium categories, the bar chart above demonstrates that the 13 students who served as study samples had varying scores for online game addiction.

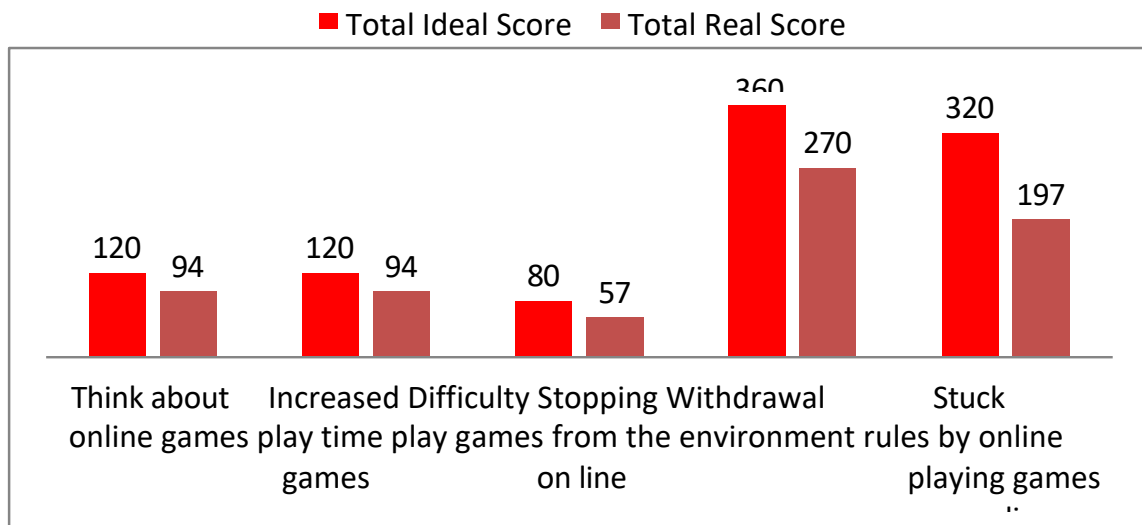


Figure 2. Online Game Addiction Pretest Data Bar Chart

While the sample in this study had moderate scores for the aspects of finding it difficult to stop playing online games (mood modification) and breaking rules for playing online games (problem), they had high scores for the aspects of thinking about online games (salience), increasing the amount of time spent playing online games (tolerance), and withdrawing from the environment (withdrawal).

Test for Data Normalcy

The purpose of the data normalcy test is to ascertain whether or not the study data is normally distributed. When assessing the normality of data, the rule of thumb is that the data is considered normally distributed if the analysis's findings show a significance value greater than 0.05, and not normally distributed if the significance value is less than 0.05.

Table 5. Data Normality Test Results Tests of Normality

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pretest	,258	8	,125	,842	8	,080
Posttest	,133	8	,200*	,963	8	,837

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction

The results of the Shapiro-Wilk test produce a significance value of the pretest data of 0.080 > 0.05 and for the significance value of the post-test data of 0.837 > 0.05. From this it can be seen that the pretest and post-test data are normally distributed because the significance value produced is greater than 0.05.

Test Results of Homogeneity of Variances Data

Table 6. Pretest_Posttest

Levene Statistics	df1	df2	Sig.
3,866	1	14	,069

The results of the Test of Homogeneity of Variances produced a significance value of the pretest and post-test data of 0.069 > 0.05. From this, it can be seen that the pretest and post-test data have the same variance because the significance value produced is greater than 0.05.

Table 7. Paired Samples t-test Results Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	88.75	8	4,200	1,485
	Posttest	61.50	8	7,348	2,598

The average pretest score of online game addiction in students was 88.75 and the average post-test score was 61.50. This means that there is a difference in online game addiction scores in students between the pretest and post-test of 27.25.

Table 8. Paired Samples t-test Results Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	27,250	5,230	1,849	22,877	31,623	14,736	7	,000

At α 0.05 $df = 7$, the paired sample t-test results from the pretest and posttest data indicated that $(14.736) > t_t (2.364)$. At a significance level of 0.05, this indicates a substantial difference or decline in online game addiction behavior. When the pretest and post-test data were manually tested, the paired sample t-test findings revealed that $(14.737) > t_t (2.364)$ at α 0.05 $df = 7$. Therefore, at a significance level of 0.05, it indicates a significant change or decline in online game addiction behavior. Additionally, even though the results of the manual test indicated a difference of one point in the final digit behind the comma, both the paired sample t-test using SPSS and the manual test revealed a significant difference or decrease in online game addiction behavior at a significance level of 0.05.

Islamic Counseling's Function: Because it incorporates religious principles that are significant to many students, particularly in an Islamic-based setting, Islamic counseling emerges

as a pertinent and successful strategy in this context. Techniques and Methods of Counseling Quranic and Hadith counselors help students relate their issues to spiritual solutions by offering guidance and inspiration based on texts from the Quran and Hadith. Students are urged to increase their zikir and prayer as a means of calming themselves and avoiding the temptation to play video games too much.

Cognitive-Behavioral Techniques in Islam. Cognitive-behavioral techniques tailored to Islamic principles are used to assist students in altering their attitudes and actions around internet gaming. Group Direction. In order to encourage one another and exchange experiences, other students who are dealing with similar problems might attend group guidance sessions. Important for players, interesting, quiet, forgetting time, accepting one's situation, playing online games more than other hobbies, and feeling satisfied are some of the 20 research indications that make up the study on online gaming addiction. Students who are addicted to online games fall into the high category when it comes to thinking about them (saliency), playing them more (tolerance), and withdrawing from their surroundings (withdrawal).

On the other hand, they fall into the medium category when it comes to the difficulty of quitting playing online games (mood modification) and breaking the rules to play them (problem) In 2020, Mais et al. High and moderate levels of online game addiction among students are caused by external factors, that is, factors that originate from outside the students themselves. Examples of these factors include the absence of parental supervision, which makes students more likely to spend their time playing online games with other players who are connected to the game, the lack of control from the local community and parents in student relationships with local youth, which permits students to stay up late on night patrols while playing online games (Nursalim & Rahman, 2021).

CONCLUSION

Teenagers who are addicted to online gaming frequently experience high levels of emotional stress, anxiety, despair, and diminished social skills, all of which have a detrimental effect on mental health. By fusing spiritual principles with contemporary counseling techniques, an Islamic counseling approach has shown promise in mitigating these effects. This disorder arises when an individual has an intense and uncontrollable need to play online games all the time, to the point of neglecting other significant facets of their lives. Online gaming frequently takes up time that could be spent working, studying, or interacting with others. The goal of this study was to ascertain whether Islamic counseling can be used to treat online gaming addiction and whether this strategy is successful in assisting people in overcoming their addiction. Suggestions for upcoming studies: To improve the results, do more thorough study with a greater range of scenarios. Next, create an Islamic counseling technique that incorporates technology or contemporary methods, and assess the long-term effects of Islamic counseling on changing the behavior of people who are addicted to online gaming. With an average pretest score of 88.75 and an average post-test score of 61.5, the data analysis of this study suggests that Islamic counseling has a significant impact on reducing students' online game addiction. This indicates that there is a 27.25 difference between the pretest and post-test scores for students' levels of online game addiction. At alpha 0.05 and df 7, the paired t-test findings indicate that $t(14.737) > t_t(2.364)$. Therefore, H_0 is rejected, indicating that students' addiction to online games is significantly reduced by group counseling using a behavioral approach to self-control strategies.

REFERENCES

- Aga Mohd Jaladin, R. (2013). Barriers and challenges in the practice of multicultural counselling in Malaysia: A qualitative interview study. *Counselling Psychology Quarterly*, 26(2), 174-189. <https://doi.org/10.1080/09515070.2013.793046>
- Anggreyani, R., Khasanah, N. N., & Susanto, H. (2020). Game Online Berhubungan Dengan Perilaku Agresivitas Pada Remaja: Sebuah Studi Di Game Center Semarang. *Jurnal Ilmu Kesehatan Immanuel*, 14(1), 1-6. <https://doi.org/10.36051/jiki.v14i1.96>

- Aspandi, A., Syarifudin, A., & Muttaqin, M. A. (2026). The Impact of Online Game Addiction on Children's Social Interaction and Academic Performance. *Journal of General Education and Humanities*, 5(1), 1-14. <https://doi.org/10.58421/gehu.v5i1.617>
- Azhary, A. S., Kurniati, S. R., Sari, K., & Zuraidah, Z. (2026). Hubungan Kecanduan Game Online Dengan Kualitas Tidur Siswa SMA Di Tanjung Pinang. *Jurnal Keperawatan*, 16(1), 1-7. <https://doi.org/10.59870/gcb2n172>
- Bahri, N. T. W. (2023). *Kejadian Insomnia Pada Remaja Pencandu Game Online di SMA Negeri 1 Luwu Timur= The Incidence of Insomnia in Teenagers Addicted to Online Games at SMA Negeri 1 Luwu Timur* (Doctoral dissertation, Universitas Hasanuddin).
- Batubara, A., & Dina, R. (2022). Peran guru bimbingan dan konseling dalam mengatasi kecanduan game online pada siswa kelas XI di SMK Swakarya Binjai. *Jurnal Serunai Bimbingan dan Konseling*, 11(2), 67-73. <https://doi.org/10.37755/jsbk.v11i2.707>
- Bramadan, H. (2021). Kontribusi regulasi diri terhadap kecanduan game online pada mahasiswa yang bermain game online X di kota padang. *Socio Humanus*, 3(1), 12-22.
- Budhi, F. H., & Indrawati, E. S. (2016). Hubungan antara kontrol diri dengan intensitas bermain game online pada mahasiswa pemain game online di game center X Semarang. *Jurnal empati*, 5(3), 478-481. <https://doi.org/10.14710/empati.2016.15382>
- Carlini, E., & Lulli, A. (2019). Analysis of movement features in multiplayer online battle arenas. *Journal of Grid Computing*, 17(1), 45-57. <https://doi.org/10.1007/s10723-018-9470-2>
- Chen, Z., Nguyen, T. H. D., Xu, Y., Amato, C., Cooper, S., Sun, Y., & El-Nasr, M. S. (2018, September). The art of drafting: a team-oriented hero recommendation system for multiplayer online battle arena games. In *Proceedings of the 12th ACM Conference on Recommender Systems* (pp. 200-208). <https://doi.org/10.1145/3240323.3240345>
- Choi, C., Hums, M. A., & Bum, C. H. (2018). Impact of the family environment on juvenile mental health: eSports online game addiction and delinquency. *International journal of environmental research and public health*, 15(12), 2850. <https://doi.org/10.3390/ijerph15122850>
- Chung, S., Lee, J., & Lee, H. K. (2019). Personal factors, internet characteristics, and environmental factors contributing to adolescent internet addiction: A public health perspective. *International journal of environmental research and public health*, 16(23), 4635. <https://doi.org/10.3390/ijerph16234635>
- Dalimunthe, C. E. (2020). Pendekatan Teknik Konseling Self Dalam Mengatasi Kecanduan Game Online Melalui Layanan Konseling Individual Di SMP Al-Hidayah Medan. *Al-Mursyid: Jurnal Ikatan Alumni Bimbingan dan Konseling Islam (IKABKI)*, 2(2). <http://dx.doi.org/10.30829/mrs.v2i2.805>
- Devila, L. E., Cholil, S. R., Athallah, R. D., & Irawan, A. A. (2022). Implementasi algoritma K-means untuk menganalisa pemain video game Mobile Legend untuk mengetahui tipe hero dan role yang sering digunakan pada setiap kalangan. *STRING (Satuan Tulisan Riset dan Inovasi Teknologi)*, 6(3), 261-268. <https://doi.org/10.30998/string.v6i3.11094>
- Eka, D. R. (2020). *Pendekatan Konseling Behaviour Dengan Teknik Self Control Untuk Mengatasi Kecanduan Game Online Peserta Didik Di Sma N 1 Mesuji Timur Tahun Pelajaran 2019/2020* (Doctoral dissertation, Uin Raden Intan Lampung).
- Fahyuni, E. F. (2018). Buku Ajar Bimbingan Dan Konseling Islami Di Sekolah. *Umsida Press*, 1-117.
- Fitria, L., & Karneli, Y. (2019). Cognitive Bias Modification Therapy untuk Mengatasi Kecanduan Game Online. *Jurnal Al-Fatih*, 2(2), 261-268. <https://doi.org/10.30821/alfatih.v2i2.46>

- Gurning, U. R., & Mustakim, M. (2021). Penerapan Algoritma K-Means dan K-Medoid untuk Pengelompokan Data Pasien Covid-19. *Building of Informatics, Technology and Science (BITS)*, 3(1), 48-55. <https://doi.org/10.47065/bits.v3i1.1003>
- Gurusinga, M. F. (2020). Hubungan kecanduan game online dengan pola tidur pada remaja usia 16-18 tahun di sma negeri 1 deli tua kecamatan deli tua kabupaten deli serdang tahun 2019. *Jurnal Penelitian Keperawatan Medik*, 2(2), 1-8. <https://doi.org/10.36656/jpkm.v2i2.194>
- Hanafiah, A. N., & Van Bortel, T. (2015). A qualitative exploration of the perspectives of mental health professionals on stigma and discrimination of mental illness in Malaysia. *International journal of mental health systems*, 9(1), 10. <https://doi.org/10.1186/s13033-015-0002-1>
- Handayani, E. P. (2020). Efektivitas Teknik Pengkondisian Aversi Dalam Mereduksi Kecanduan Game Online Pada Siswa Kelas Xi Sman 3 Banjarmasin. *Jurnal Pelayanan Bimbingan Dan Konseling*, 3(1). <https://doi.org/10.20527/jpbk.2020.3.1.1592>
- Istiqomah, I., & Suyadi, S. (2019). Gangguan Sistem Limbik Pada Compulsive Gamer Dalam Pembelajaran Keagamaan Islam. *TADARUS*, 8(1). <http://103.114.35.30/index.php/Tadarus/article/view/2312>
- Krishnamurthy, K., Bharatha, A., Mehta, S., Mohammed, K., Sa, B., Rahman, S., ... & Majumder, M. A. A. (2026). Navigating the Digital Dilemma: Internet and Smartphone Addiction among Children and Adolescents. *Advances in Human Biology*, 16(1), 20-30. <https://doi.org/10.4103/aihb.aihb.53.25>
- Kurnisari, M. (2021). Hubungan antara kesepian dan kontrol diri dengan intensitas bermain game online pada siswa di Yogyakarta. *Jurnal Bimbingan dan Konseling Pandohop*, 1(2), 20-27. <https://doi.org/10.37304/pandohop.v1i2.3432>
- Kuss, D. J., & Griffiths, M. D. (2012). Online gaming addiction in children and adolescents: A review of empirical research. *Journal of behavioral addictions*, 1(1), 3-22. <https://doi.org/10.1556/jba.1.2012.1.1>
- Lu, H. P., & Wang, S. M. (2008). The role of Internet addiction in online game loyalty: an exploratory study. *Internet research*, 18(5), 499-519.
- Lukman, M. D. R. Q., Ali, Z., Noor, A. M., Ismail, N., Hashim, N., & Umudee, M. (2024). An Islamic psychospiritual as holistic therapy for online gaming addiction: Expert perspectives: Islamic psychospiritual, online gaming addiction. *Environment-Behaviour Proceedings Journal*, 9(28), 193-199. <https://doi.org/10.21834/e-bpj.v9i28.5792>
- Mais, F. R., Rompas, S. S., & Gannika, L. (2020). Kecanduan game online dengan insomnia pada remaja. *Jurnal Keperawatan*, 8(2), 18. <https://doi.org/10.35790/jkp.v8i2.32318>
- Manora, H., Firmansyah, M. R., Desvitasari, H., Syafei, A., & Apriyani, R. (2023). Hubungan Kecanduan Game Online Dengan Tingkat Depresi Pada Siswa. *Jurnal Riset Media Keperawatan*, 6(2), 101-106. <https://doi.org/10.51851/jrmk.v6i2.417>
- Mauboy, I. G., & Siagian, E. (2022). Hubungan Game Online Terhadap Minat Belajar Mahasiswa Keperawatan. *Jurnal sosial dan sains*, 2(3), 457-464. <https://doi.org/10.59188/jurnalsosains.v2i3.364>
- Maulidi, Y., Budiman, A., Psikologi, P., & Psikologi, F. (2020). Hubungan kesepian dengan kecanduan game online pada mahasiswa di kota bandung. *Prosiding Psikologi*, 6(2), 687-692.
- Ondang, G. L., Mokal, B. J., & Goni, S. Y. V. I. (2020). Dampak game online terhadap motivasi belajar mahasiswa jurusan Sosiologi FISPOL UNSRAT. *Jurnal Holistik*, 13(2), 1-15.

- Pratama, R. A., Widiyanti, E., & Hendrawati, H. (2020). Tingkat kecanduan game online pada mahasiswa fakultas keperawatan. *Journal of Nursing Care*, 3(2). <https://doi.org/10.24198/jnc.v3i2.22850>
- Pratanti, A. D., & Nuryono, W. (2021). Studi Kepustakaan Konseling Keluarga Untuk Mengurangi Kecanduan Game Online Pada Peserta Didik. *Jurnal BK UNESA*, 12(1).
- Pratiwi, R., & Karneli, Y. (2021). Counseling with Self-Management Techniques to Improve Learning Motivations. *Jurnal Neo Konseling*, 3(3), 1-4. <https://doi.org/10.24036/00451kons2021>
- Putra, F. F., Rozak, A., Perdana, G. V., & Maesharoh, I. (2019). Dampak Game Online Terhadap Perubahan Perilaku Sosial Mahasiswa Telkom University. *Jurnal Politikom Indonesiana*, 4(2), 98-103. <https://doi.org/10.35706/jpi.v4i2.3236>
- Rani, D., Hasibuan, E. J., & Barus, R. K. I. (2018). Dampak Game Online Mobile Legends: Bang Bang terhadap Mahasiswa. *Perspektif*, 7(1), 6-12. <https://doi.org/10.31289/perspektif.v7i1.2520>
- Rizai, M. (2021). Konseling kelompok dengan teknik biblioterapi untuk mengurangi kecanduan game online pada anak: Sebuah kajian literatur [group counseling with bibliotherapy techniques to reduce online game addiction in children: a literature review]. *Journal of Contemporary Islamic Counselling*, 1(2), 101-114. <https://doi.org/10.59027/jcic.v1i2.79>
- Sanjaya, K., Chandra, R., & Jose, J. (2023). The digital gaming revolution: An analysis of current trends, issues, and future prospects. *Russian Law Journal*, 11(1), 18-29.
- Schneider, L. A., King, D. L., & Delfabbro, P. H. (2017). Family factors in adolescent problematic Internet gaming: A systematic review. *Journal of behavioral addictions*, 6(3), 321-333. <https://doi.org/10.1556/2006.6.2017.035>
- Seay, A. F., & Kraut, R. E. (2007, April). Project massive: Self-regulation and problematic use of online gaming. In *Proceedings of the SIGCHI conference on Human factors in computing systems* (pp. 829-838). <https://doi.org/10.1145/1240624.1240749>
- Thavamuni, S., Khalid, M. N. A., & Iida, H. (2023). What makes an ideal team? Analysis of popular multiplayer online battle arena (MOBA) games. *Entertainment Computing*, 44, 100523. <https://doi.org/10.1016/j.entcom.2022.100523>
- Wahyudi, M. (2022, August). Diagnosa Gejala Kecanduan Game Online Dengan Metode K-Nearest Neighbor. In *Seminar Nasional Informatika (Senatika)* (Vol. 6, No. 3, pp. 106-117).
- Yahya, N., Omar, S. H. S., Yusoff, S. H. M., Ismail, M. S., Zain, A. D. M., Rozali, M. H., & Mamat, A. (2021). Elemen Kesufian Menurut Al Muhasibi Dan Hubungannya Dengan Psikospiritual Dalam Menangani Tekanan Akibat Pandemi Covid 19. *Global Journal Of Educational Research And Management*, 1(3), 186-192.
- Yani, S. A., & Ningsih, Y. T. (2022). Studi Deskriptif Prestasi Akademik pada Mahasiswa yang Mengalami Kecenderungan Kecanduan Game Online X di Kota Padang. *Socio Humanus*, 4(1), 1-8.
- Zuliaty, A., Bakhri, S., & Subhi, M. R. I. (2023). Islamic Counseling for The Prevention of Game Addiction: Case Study in Elementary School. *Pamomong: Journal of Islamic Educational Counseling*, 4(2), 122-133. <https://doi.org/10.18326/pamomong.v4i2.359>