

Self-Control of Online Game Users on Procrastination Behavior

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Abstract

The use of online games has become a serious issue recently. Many students addicted to online games are unable to control, reduce, and stop playing. This addiction to online games leads to academic procrastination among students. Procrastination behavior is demonstrated through deliberate delay in completing assignments and even not doing them at all. Self-control has a strong influence in determining student procrastination. This study aims to identify the factors that trigger low self control among online game users, resulting in academic procrastination in students. The research method used in this study is qualitative, involving interviews and observations. Based on field observations, it was found that the tenth-grade students of SMAN 1 Tulungagung still do not have good self-control. They experience difficulties in managing time and restraining themselves from the temptation to play online games. Students' self-control is influenced by internal factors such as desires, interests, and awareness, as well as external factors such as peer environment, noise, an uncondusive learning atmosphere, and lack of motivation from teachers regarding the learning material.

Keywords: Online Game; Procrastination; Self-control

1. Introduction

The use of online games has become a serious issue recently. The entire society is paying attention to the issue of online game usage (Siagian, 2022). Online games are very popular because they can be accessed as long as there is an internet connection. The operation of online games is very easy from various platforms, such as smartphones, game consoles, and computers. According to Ramadhan and Ramadan (2023), online games are games operated using the internet network and involve interaction between players with the goal of completing challenges or winning the game. Generally, the activity of playing online games gives rise to a habit or addiction to playing online games that is difficult to eliminate.

Online game addiction is a condition where a person has a strong attachment to the habit of playing online games and is unable to break free from it. Online games have become a new lifestyle for students today (Kurnada & Iskandar, 2021). Online game addiction causes students to be unable to control, reduce, or stop their gaming while neglecting other activities. Students addicted to playing online games will face many consequences. According to research by Karo et al. (2023), online game addiction among eleventh-grade students at SMA Deli Murni Delitua leads to a decline in their desire to study. Additionally, students addicted to online games also exhibit academic procrastination behavior.

The habit of delaying tasks that students should complete, particularly in studying, is known as academic procrastination. Procrastination is a repeated and intentional act of delay by an individual (Telaumbanua, 2016). Difficulties in time management often lead to procrastination. According to Mudalifah and Madhuri (2019), procrastination is usually caused by the large number of tasks that need to be completed, which results in delays in effectively finishing the work. As shown by the research of Laia et al. (2022), students at SMA

Negeri 1 Aramo often postpone their daily tasks, both individually and in groups. Even if they do not intentionally avoid their assignments, students still procrastinate. This can have a negative impact on their academic and emotional outcomes.

Ghuvron and Risnawati (in Damayanti & Ilyas, 2019) also stated that the tendency of individuals to become emotional over a task can lead to procrastination. Academic procrastination causes individuals to intentionally delay activities, which can result in negative outcomes (Laia et al., 2022). Procrastination can lead to undesirable emotions and situations. According to Solomon and Rothblum (in Ariyanto et al., 2019), procrastination can be caused by anxiety, perfectionism, difficulty making decisions, dependency, and a constant need for assistance. Other factors that contribute to procrastination include a lack of self-control, difficulties in time management, laziness, lack of assertiveness, and the inability to control oneself. Therefore, self-control plays a crucial role in student procrastination.

Self-control is crucial for regulating student behavior. Both internal and external factors influence an individual's behavior. Self-control is related to individual behavior, defined as the alignment between the physical and psychological aspects of an individual's behavior. In other words, self-control is a set of processes that shape one's self (Calhoun & Acocella, 1983). The ability to regulate one's thoughts, feelings, and actions is called self-control. According to Averill (1973), there are three types of self-control abilities: behavioral control, cognitive control, and decisional control.

Self-control is a strong predictor of students' academic procrastination. According to research conducted by Hakiki et al. (2022), students with high self-control have lower levels of procrastination, while students with low self-control have higher levels of procrastination. This statement indicates that individuals who lack self-control will struggle to regulate their behavior in a positive direction (Juliawati et al., 2020). Self-control helps individuals manage and regulate their behavior when they are tempted to act outside of rules and norms.

Based on preliminary research, the researchers found that students at SMAN 1 Tulungagung have low levels of self-control, as evidenced by their indifferent study attitudes, prioritizing online games over completing assignments, not paying attention to teachers, and preferring to play online games together. Therefore, the researchers aim to investigate the self control of online game users in relation to procrastination behavior, with the goal of identifying the factors causing low self-control among online game users that lead to academic procrastination.

2. Method

This study employs a qualitative approach. Qualitative research is grounded in inductive reasoning and involves objective participatory observation of social phenomena. The qualitative method implicates individuals and other techniques to conduct high-quality research (Purwanto, 2022). This study adopts a phenomenological approach. Moleong (2017) defines phenomenology as a perspective on how individuals think, focusing on subjective experiences that each person encounters and how the world responds to them. This research thoroughly examines an event, activity, procedure, or group of people.

This research employs a descriptive analysis approach, with results consisting of verbal and written affirmations derived from observed behaviors, particularly those related to self control. The qualitative approach in this study involves interviews and observations. Researchers are directly involved as the primary data collectors throughout the

research process (Moleong, 2017). The sampling method used in this study is purposive sampling. Purposive sampling is a sampling technique based on specific considerations. This term also refers to the sampling method (Table 1) used based on the characteristics of individuals in the target population to address the research objectives or questions.

Table 1. Research Subject

Informant	Criteria	Class	Gender
RFI	Online Game User	X-3	Male
MRA	Online Game User	X-3	Male
KKF	Online Game User	X-3	Male
EF	Online Game User	X-4	Male
BYH	Online Game User	X-4	Male
DSP	Online Game User	X-6	Male
MAH	Online Game User	X-6	Male
MAN	Online Game User	X-8	Male
APL	Online Game User	X-8	Male
ARI	Online Game User	X-8	Male
RM	Online Game User	X-8	Male
WAH	Online Game User	X-8	Male
Total			12 informants

Qualitative research utilizes interview guides and observation checklists. According to Kartika & Azhar (2024), tools such as observation checklists and interview guides serve to direct data collection. The primary objective of qualitative research is to gain a deep and comprehensive understanding of the studied phenomena (Ardiansyah et al., 2023). Data obtained from observations and interviews are subsequently reduced, categorized, analyzed, and then used to draw conclusions.

3. Results and Discussion

3.1 Results

The study found that twelve informants still struggle to balance their academic tasks with playing online games. They choose to postpone these tasks, becoming engrossed in their online games and forgetting their overall productivity. Tenth-grade students at SMAN 1 Tulungagung often experience this problem due to poor time management, which leads to a loss of self-control and potential harm from online game addiction. Additionally, many students experience procrastination, some of whom feel pressured to complete assignments, resulting in excessive anxiety.

Several factors trigger students to avoid tasks and procrastinate. Research findings indicate that environmental factors, such as peer influence, noise, and an uncondusive study atmosphere, affect motivation to engage with the material they are working on. Consequently, students tend to postpone tasks and struggle to complete them on time. This ultimately can lead to mental health issues such as anxiety, depression, or even uncontrollable stress. Addressing tenth-grade students' procrastination requires a comprehensive approach, including effective time management, self-motivation, efficient planning, fostering a supportive environment, and caring for mental health.

This study discusses the self-control of online game users in relation to academic procrastination behavior among tenth-grade students at SMAN 1 Tulungagung.

Students find it difficult to break away from playing online games, as these games become increasingly engaging and addictive over time. However, as students, they should be able to manage and balance their time spent playing online games with their productivity to reduce procrastination behavior.

3.2 Discussion

Based on the results of the analysis, it is evident that tenth-grade students at SMAN 1 Tulungagung are heavily involved with online games. Students exhibit varying levels of self control, ranging from low to moderate. Students with moderate levels of self-control struggle with managing their time, while those with low self-control are unable to prioritize more important tasks. This situation contributes to the high level of procrastination among tenth grade students. Additionally, these students have a significant workload, including assignments from teachers and preparations for exams.

Students need to focus on completing their school assignments. They also require high self-control to regulate themselves while doing school work. Tenth-grade students face a number of challenges, including striving to advance to the next grade level, difficulties in understanding the material provided by teachers, and a tendency to spend too much time playing online games. Additionally, internal and external factors are crucial because it is possible that they can cause some people to experience delays. Tenth-grade students at SMAN 1 Tulungagung need the ability to control themselves in situations like this to achieve their goals.

In the aspect of completing school assignments, students greatly need high levels of focus and self-control. Tenth-grade students face numerous challenges, such as striving to advance to the next grade level, experiencing difficulties in understanding the material taught by teachers, and often spending too much time playing online games. Additionally, internal and external factors are crucial as they may contribute to delays for some individuals. To achieve their goals, tenth-grade students at SMAN 1 Tulungagung require the ability to exercise self control in these situations.

1. Internal Factor

Internal factor refers to factors originating within an individual that influence attitudes in daily life. Internal factors align with the concept of self-control as proposed by Averill (in Kusumadewi et al., 2012), which is a psychological variable encompassing an individual's ability to manage information and choose desired actions. Based on field research, students at SMAN 1 Tulungagung still struggle to balance their desires, interests, and awareness of playing online games with their existing school tasks. Desires and interests are variables that determine behavior. Personal desires and awareness drive individuals to pursue desired activities. Personal desires also influence self-control, determining how individuals behave. In addition to personal desires, interest in something also affects an individual's behavior. A student said *"Ketika saya tertarik pada sesuatu yang baru di dalam game yang saya mainkan, saya selalu lupa waktu dan pasti saya nunda mengerjakan tugas sekolah (When I am interested in something new within the game I'm playing, I always lose track of time and end up postponing my school assignments)."*

2. External Factor

External factors are factors originating from outside the individual that influence behavior in daily life. These external factors include the following:

a. Peer Influence

In school, peer environment is one of the factors that can influence individual self control. Santrock (2003) posits that peers are children or adolescents of the same age or maturity level. Peers exert a strong influence on shaping student behavior. Peers with low levels of self-control can influence other students to follow similar behaviors. A student said "**Teman-teman saya semuanya suka bermain game, jadi kami kalau berkumpul main game bersama. Kadang-kadang kami bolos juga untuk bermain game di warung kopi** (All my friends like to play games, so when we hang out, we play games together. Sometimes we skip class to play games at the coffee shop)." Additionally, within the peer environment, there is also pressure to maintain social status. Students may feel the need to conform to what is considered "popular" or accepted among their peers, leading them to prioritize short-term satisfaction or meeting their friends' expectations over considering the long-term consequences of their actions. A student said "**Ketika teman mengajak bermain game saya sulit mengatakan tidak, saya ikut bermain karena saya tidak ingin dianggap ketinggalan** (When friends invite me to play games, it's hard for me to say no. I join them because I don't want to feel left out)."

b. Noise

According to Suma'mur (2014), noise is sound or noise heard as stimulation on the auditory nerve cells in the ear, which is unwanted because it disturbs or appears against the will of the person concerned. Noise around students' learning environments, such as traffic or other activities, can also hinder the development of self-control by diverting students' attention from their tasks. A student said "**Di rumah saya sering ada suara kendaraan di jalan raya depan rumah jadi membuat saya sulit konsentrasiat belajar** (At home, there are often vehicle sounds on the main road in front of my house, making it difficult for me to concentrate while studying)." Other student said "**Ketika ada banyak suara bising saya sering merasa terganggu, malas, dan akhirnya saya tidak jadi belajar** (When there is a lot of noise, I often feel disturbed, lazy, and end up not studying)." The mentioned noise leads students to prefer playing games, thus leading to procrastination. Other student said "**Saat lingkungan terlalu bising, saya lebih memilih bermain game saja daripada belajar karena pasti tidak akan bisa fokus** (When the environment is too noisy, I prefer to just play games instead of studying because I know I won't be able to focus)."

c. Non-Conducive Learning Environment

A non-conducive learning environment can also be influential. Such an environment can reduce students' motivation to study effectively. Moreover, when the learning environment is not supportive, students tend to seek other distractions such as playing games. A student said "**Saya merasa tidak semangat belajar kalau lingkungan saya tidak mendukung, lebih enak mabar (main bareng) saja** (I feel less motivated to study if my environment isn't supportive; it's more enjoyable to play games together)." An uncomfortable and unsupportive learning environment can make it difficult for students to concentrate. Other student said "**Ruang kelas panas dan kadang rusuh membuat saya sulit fokus pada pelajaran** (A hot and sometimes chaotic classroom makes it hard for me to focus on lessons)."

d. Less Teacher Motivation Towards Students

Teacher motivation towards students in delivering learning materials is crucial in helping develop self-control. Teachers who do not present the material in an engaging

manner can cause students to lose interest and motivation, leading to procrastination. When teachers focus solely on delivering content, students may feel neglected and subsequently seek other forms of entertainment, such as playing games. Students choose to procrastinate on school assignments and prefer other activities they find more enjoyable. A student said *"Kalau guru hanya menerangkan materi saja, saya lebih memilih bermain game di kelas daripada mendengarkan pelajaran (If the teacher only explains the material, I would rather play games in class than listen to the lesson)."* Support and motivation from teachers are essential for building self-control and assisting students in achieving their academic goals

4. Conclusion

Based on research, it has been found that students in class X at SMAN 1 Tulungagung still lack good self-control. They struggle with managing their time and resisting the temptation to play online games. This self-control is crucial in reducing procrastination behaviors related to online gaming. Students who are unable to effectively manage their time and prioritize important tasks tend to exhibit high levels of procrastination. They face challenges in time management, motivation, and balancing productive activities with online gaming. This may be due to the pressure to complete assignments, lack of support from their environment, and a lack of interest in the topics being studied. Student self-control is influenced by internal factors such as desires, interests, and awareness, as well as external factors like peer influence, noise, non-conducive learning environments, and insufficient motivation from teachers towards the learning material.

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