



# Analyzing The Impact of Online Gaming Addiction on How Vocational Students Communicate

Amalia Nur Faizza, Zahra Berlian Namira, Fitri Wahyuni\*, Ririn Ami Rahayu

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

Muhammadiyah Vocational High School 1 Kepanjen, Jl. KH. Ahmad Dahlan No.34 Kepanjen, East Java, Indonesia

\*Author of correspondence, Email: [fitri.wahyuni.fip@um.ac.id](mailto:fitri.wahyuni.fip@um.ac.id)

## Abstract

The phenomenon of online gaming has gained worldwide popularity and attracted the attention of many people, especially the younger generation. However, the increasing fame of online games among teenagers has led to negative effects on social and personal areas. One of these areas is the way students communicate properly. This study aims to analyze the impact of online game addiction on students' interpersonal communication during school. This research uses a qualitative descriptive design with a case study approach. The subjects of this research are vocational students who have online game addiction and a counseling teacher. Data collection techniques used are observation and interview techniques. The instruments used are interview guidelines and observation guidelines. The data analysis technique used in the research is a fishbone diagram. The results of the research conducted found that online gaming addiction behavior affects the way students communicate on a daily basis. Students often swear, speak harshly, do not look at the other person, use a high tone of voice, and respond briefly when invited to communicate with peers.

**Keywords:** ways of communicating; online gaming; addiction

## 1. Introduction

Online games are a type of modern game that uses the internet network as a medium for communication. The phenomenon of online gaming has now gained global popularity and attracted the attention of many people, especially the younger generation. News in Andalworks, (2022) states that Indonesia is one of the countries with the largest number of gamers in the Southeast Asian market, recorded more than 118 million gamers, dominated by mobile games. According to the CNBC, (2023), the mobile game most played by gamers in Indonesia in 2023 is FreeFire in the most downloads category. Then there is the game Mobile Legends: Bang Bang, followed by 8 Ball Pool. However, the increasing popularity of online games among teenagers raises questions about the impact of online gaming addiction, especially in terms of social skills (Satura & Rifayani, 2024).

Students who spend a lot of time playing online games spend less time studying. Lack of study time can affect students' academic performance (Riskuna & Uce, 2024). Factors that influence students to become addicted to online games are also mentioned in research conducted by Putra & Nuryono, (2022) namely, spending excessive time playing online games, sacrificing sleep, meals, or other important tasks; difficulty controlling the amount of time spent playing online games; experiencing anxiety or stress when not playing online games; and withdrawing from social relationships or other activities outside of online games; experiencing physical symptoms, such as headaches, back pain, or eye problems due to playing online games for too long. Not only in the academic field, the influence of online games that are favored by students today but also in the social and personal fields of students, namely students' communication skills.

How to communicate ethically has become a keyword in conveying opinions and responses. In everyday life when expressing opinions, there are still many aspects of communicative behavior that are worrying and often forgotten because communication ethics have not been firmly established as a grip on each individual (Hasan & Dkk, 2020). Communication is a social event that occurs when a human interacts with another human being. According to John Broadus Watson (in Khumaira et al., 2024) states that communication is a behavior that includes a response or reply to a given thing or it can also be called a stimulus. Meanwhile, according to Burgon & Huffner (in Evanne et al., 2021) classify three types of communication, namely Intrapersonal communication, Interpersonal communication, and mass communication.

One of the impacts of online gaming addiction is experiencing difficulties in communicating with others outside the online gaming environment, because they are more accustomed to interacting through digital communication media and may be less skilled in communicating directly. Based on preliminary data through interviews obtained from one of the students who is addicted to online games, he has difficulty expressing emotions and dealing with conflict effectively, due to his lack of experience in interacting with others in the real world. In addition, changes in the way students who are addicted to online games communicate can occur when they play online games. They will focus on the game fully, making their emotions explode. When their adrenaline playing online games is spurred, they will often say harsh or dirty words unconsciously (Susanti et al., 2021).

Research on online gaming has already been done but it is still minimal. There are several studies on both the internal impact and external impact of using online games. However, for the impact of the way of communication is very minimal researched even though one of the impacts of online gaming is the way of communication and if not researched, of course this will have an impact on the development of students. One of the previous studies also examined the use of harsh words as an effect of online game addiction. Sugiono, (2019) states that online game players, in this case teenagers, are accustomed to saying some trash-talking to win the game by diverting the opponent's focus through chat. In addition, trash-talking serves as a motivation to improve performance in playing online games and also as a means of entertainment. The impact of online game addiction on the way of communication affects the ethical behavior of students. As the results of research conducted by (Susanti et al., 2021) show that one of the negative impacts of online games is the habit of using harsh words. The way of communicating in which often uses dirty words will affect individuals in interaction. If the communication is not effective, it will be very vulnerable to causing conflict, the consequences of the conflict are many and of course will affect the psychological well-being of students.

In accordance with the second SKKPD regarding the foundation of ethical behavior which is one aspect of the achievement of each learner. Of course, if this way of communicating is not handled immediately, it will hinder the development of students in the future. This research is expected to help guidance and counseling teachers to develop programs that suit the needs of students. Both curative and preventive programs, if the program created is a curative program, of course it focuses on counseling services, while prevention can be in a classical setting or group guidance. Rooted in the above problems, the researcher will conduct a study entitled " Analyzing the impact of online gaming addiction on how vocational students communicate".

## **2. Method**

### **2.1 Type of research**

This research uses a qualitative descriptive design. Qualitative research is a type of research in which sampling of data sources is carried out purposively and snowball, collection techniques with triangulation (combined), data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization (Harahap, 2020). Qualitative research departs from data, utilizes existing theory as explanatory material and ends with a theory. The purpose of qualitative research is to explain a phenomenon by collecting the deepest possible data by prioritizing quality over the depth of data taken (Harahap, 2020). The qualitative research approach used is a case study. Case study research is one of the qualitative research strategies in which researchers investigate deeply, carefully, and completely related to activities, events, processes, or a group of individuals using various data collection procedures based on a predetermined time (Kusumastuti & Khoiron, 2019).

## **2.2 Time and place of research**

The research location is the place where the research will be conducted (Sugiyono, 2017). By determining the research location, it means that the object and purpose of the research have been determined so that it makes it easier for researchers to launch research. The location used as the place of this research is at Muhammadiyah 1 Kepanjen Vocational High School. The research was conducted offline and online. Offline, researchers conducted research during breaks, class hours, and hours of conducting bk services, namely between 4 (09.00-09.40), 6 (10.40-11.20), and 8 (12.00-12.40). While online, it is done on holidays or red dates and in the afternoon or evening.

## **2.3 Targets**

The targets in this study are 10th and 11th grade students of SMK Muhammadiyah 1 Kepanjen who fall into the category of online game addiction. In this study, someone is said to be addicted to online games if they meet the following criteria,

1. Play online games for  $\geq 3$  hours a day
2. Spending pocket money for online gaming purposes
3. Spends most of their time playing online games without doing other activities such as studying

## **2.4 Subjects**

The research subject according to Sugiyono, (2012) is the nature or value of a person that is determined to be studied and a conclusion is drawn. The determination of qualitative research subjects can be done using snowball sampling, purposive sampling, or quota sampling techniques (Sugiyono, 2009). In this study, the research subjects were taken using the snowball sampling technique where the research subjects were taken from a group of students who were addicted to online games (Lenaini, 2021). There were 4 subjects in this study. Each subject consists of 3 students who are addicted to online games as the main informant and 1 guidance and counseling teacher as an additional informant. The four main subjects include AAS, AE, and TO.

## **2.5 Prosedur**

In qualitative research, it has flexible research procedures which are tailored to the needs, situations, and conditions in the field (Harahap, 2020). There are three stages in qualitative research, including,,

### **2.5.1 Preliminaryendahuluan**

The content of this pre-preliminary activity is to ensure that the topic is appropriate for the field conditions, to prepare data collection instruments, and to prepare research support tools.

### 2.5.2 Field

In qualitative research, researchers go directly to the field during the research using interview guidelines and observation guidelines. Data collection in the field uses triangulation techniques with the aim of verifying data from different sources encountered in the field (Strauss & Corbin, 2003).

### 2.5.3 Data Processing

In the data processing stage, the activities to be carried out by the researchers include the following:

#### 1. Data reduction

The data collected is written in the form of a detailed report. Reports on the data obtained, selected the most important based on the similarity of concepts, themes and certain categories that will provide a more concentrated description of the observations.

#### 2. Display data

The data obtained by the researchers are grouped according to the formulation of the problem and arranged in the form of a matrix, making it easier for the researchers to see patterns of relationships between existing data.

#### 3. Data Analysis

Data analysis is an attempt to break down data into parts that can be clearly seen and their meaning captured. Researchers process data generated from interviews and observations. After processing the data, the researcher analyzes the data.

#### 4. Description and Research Findings

The description of research findings is a structured description based on the data obtained from the field that has been processed first (Strauss & Corbin, 2003). The research findings are systematically and rationally presented in the narrative.

#### 5. Inference and Verification

Data inference is a follow-up activity after data reduction and presentation activities (Strauss & Corbin, 2003). The inferences obtained in the initial stage are not clear, so in order to draw inferences and test the validity of the data obtained, data verification is necessary. In this qualitative research, the way to carry out the verification test was carried out using technical triangulation techniques. The triangulation technique is an attempt to test the reliability of data by checking data from the same source using different techniques (Sugiyono, 2017). In this study, data obtained through observation techniques will be checked again through interview techniques.

#### 6. Final conclusion

The final conclusion is obtained from the preliminary conclusions that have been verified. The final conclusion is obtained after data collection is completed.

## 2.6 Instrument

In order to obtain the desired data, this study used two data collection tools, namely interview guidelines and observation guidelines. Interview guidelines is a data collection technique that involves direct interaction between researchers and research participants (Jailani, 2023). Depending on the level of framework determined by the researcher in advance, interviews can be structured, semi-structured, or unstructured (Creswell, 2014). Meanwhile,

observational guidelines is a data-gathering technique that involves directly observing the participants and contexts involved in the research phenomenon (Jailani, 2023). Observation provides the researcher with the opportunity to observe how the research subjects communicate and how the research subjects behave when playing online games in class.

### **2.7 Data analysis techniques.**

The data analysis technique used in this study uses fishbone analysis or fishbone diagram developed by Dr. Ishikawa from Japan. Fishbone diagram is used to identify, analyze, and map various factors that cause certain problems or phenomena (Sujarwo & Ratnasari, 2020). In the fishbone diagram, the effect is written as the snout of the head, while the fish bones are filled with causes according to the problem.

## **3. Results and Discussion**

### **3.1 Result**

After conducting research, it can be seen that online game addiction has a bad impact especially on the way students communicate at school. The way students communicate at school, which they often do, is to use harsh and rude language in communicating with both friends and teachers. In addition, students who are busy playing online games often do not respond or even give negative responses when interacting with others, both in and out of the classroom. They also often use abusive language or even taunt or discriminate against others. Students who play online games tend to lack empathy and offer less support to classmates who are in difficult situations. They are more concerned with their interlocutors when playing games. Frequent online gaming leads to less social interaction with classmates or teachers, which can lead to isolation from their environment. It is also very common to find that students who play online games tend to use bad language in online interactions, which can affect their communication behavior in the school environment.

It is not uncommon for students to swear or say inappropriate things when playing online games. This is because students tend to behave aggressively such as swearing because of their frustration and feeling upset when playing games. As stated by one of our informants with the initials AAS "Emm ... I have said harsh words when playing games, but I said it because I lost, or when I was surrounded by enemies, and other things that made me upset when playing online games". Our other informant with the initials TO also revealed that "I think every time I play I definitely hear swear words, either from myself or my friends. we say it usually reflexively kak, so we don't realize it doesn't have to be when we lose, but also when we are attacked, when we shoot, when we shoot but don't hit the target, the words usually come out, so it's not just when we lose".

From the students' statements above, it can be seen that students who are addicted to online games have problems with their ethics and manners when communicating. Although they play online games by prioritizing their schoolwork or they also fulfill their responsibilities as students. As one of our informants AE revealed. "I usually do my homework first before I play games, so when I get home from school, I do my homework first and then I play games. Otherwise, I won't finish my assignments. I've done that and thank God it doesn't affect my academic grades. AE/19052024..

Based on the results of interviews with informants regarding the factors that cause a person to be dependent on playing online games, it is known that in online games there are special interests that make them continue to play such as rewards or prizes obtained, skills in playing and a sense of pleasure that cannot be described in sentences. As expressed by the following source "The thing that makes me like to play online games every day is because when

we win or succeed in reaching the target, we can get a gift kak. Then, my rank in the game can go up and level up so I can show off to my friends. So there is a sense of satisfaction, pleasure, as well as pride in myself." AAS/18052024. "I can further hone my playing skills and get gifts, gifts that I want in the game and me. I feel like I'm challenged to win." TO/19052024.

In addition, based on the results of the interviews, it is known that students who tend to play online games can spend their pocket money to buy "Diamonds". Diamonds are virtual money that can be used to buy premium items in various online games. These premium items can improve playing performance and level up so that some of them are willing to spend more pocket money to buy the Diamond. "Usually per month, I buy diamonds for one hundred thousand. But if I'm being extravagant, it can be up to two hundred thousand per month. I only buy diamonds in the Mobile Legends game. I never buy diamonds in Valo (game)." AAS/18052024.

From the results of interviews and observations, it is known that two out of one subject said that they were more closed, less sociable, and did not dare to open a chat or good communication with the other person. In addition, the three subjects said the same thing that they played online games initially because they wanted to relieve stress but without realizing that they had led to addiction and affected the way they communicated. Not only that, the frequency of playing online games is also due to invitations from classmates who like similar online games so, they feel bad if they refuse the invitation. As Piaget's view that adolescents or in this case SMK students who reach the stage of autonomous morality, they understand the importance of collaboration and mutual support to achieve common goals (Kurt, 2020) and build a sense of solidarity (Carpendale, 2009).

In addition, the results of the research conducted also show some very visible things. Students who play online games tend to rarely interact with people around them, including family and peers. They communicate more with the virtual world through games than with the people around them. These online games can also cause a lack of empathy in students. They tend to focus more on the game rather than paying attention to the feelings and needs of others. Students who are addicted to online games often communicate with abusive and empty language, especially when playing online games. This can affect the way they communicate with others outside of gaming. In addition, online gaming addiction can cause students to become dependent on online games, making it difficult for them to stop playing despite the negative impacts. This can affect the way they communicate with others, as they focus more on gaming than healthy social interactions.

### 3.2 Discussion

An explanation of the analysis of the impact of online game addiction on the way students communicate SMK using the fishbone diagram method can be seen in the following figure,

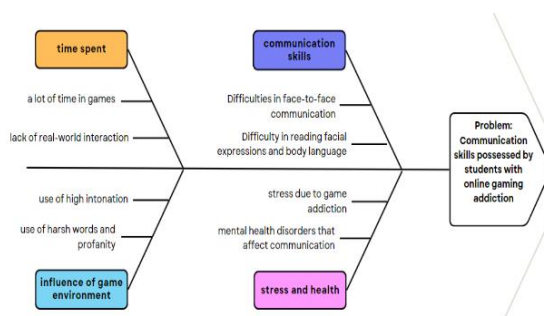


Figure 1. Fishbone Analysis Diagram

Based on the fishbone diagram analysis above, it can be seen that there are 4 causes, namely time spent, communication skills, the influence of the gaming environment, and stress and health. In the first cause, time spent, students who have an addiction to playing online games tend to spend a lot of time playing, so the time to interact in the real world is very limited. In addition, students spend more time in the virtual world, they lose the opportunity to practice face-to-face communication. Based on Jean Piaget's theory of moral development, students' online game addiction occurs at the stage of autonomous morality which occurs above the age of 10 years. Jean Piaget considers that vocational students begin to understand that rules can be negotiated and made based on social agreements (Arnianti, 2021). Online game addiction at this stage can hinder the development of their ability to interact and negotiate with others in real situations, because they interact more in the virtual world. In a day, students in this SMK can spend as much as 3 to 4 hours playing their favorite online games. Usually they will play solo or together with other friends. By spending time playing online games, they have a low level of self-regulation, which is in accordance with the statement of Sabariah, (2018) that self-control in early adolescents can be said to be still in the sufficient category and cannot be said to be in the good category.

Furthermore, in the second cause, namely communication skills, students who more often communicate through text or voice in games have difficulty when they have to communicate directly, due to lack of practice in reading facial expressions and language. In addition, the interaction in the game, which is mostly textual or through avatars, makes students unfamiliar with the nuances of non-verbal communication. This condition is in line with research conducted by Nurdianti, (2014) that in communicating both verbally and non-verbally there are several obstacles behind it. Furthermore Nurdianti, (2014) said that one of the obstacles in communication that is commonly encountered is due to the psychological factors of the communicator. Based on the research results obtained, psychological factors can affect the way students who are addicted to online games communicate. Students who are addicted to online games may experience social anxiety, which makes them feel anxious or afraid in social situations in the real world (Lestari & Wimbari, 2021). Online games provide a safer and more controlled environment to communicate, as they do not feel pessimistic if their language is not understood by other players and can be redirected with avatar symbols. In addition, they will not be afraid to say harsh words because they interact in the virtual world or do not meet in the real world.

The third reason is the influence of the online gaming environment, students unconsciously use slang or special language that is often used. Thus, when communicating in the real world, the language used by the student has a chance of not being understood correctly by the interlocutor. Meanwhile, dependence on the gaming community can make students more comfortable communicating with fellow players than with people outside the community. Not only using special slang words, students who have been addicted to online games unconsciously utter profanity and use high voice intonation when talking with peers. The use of profanity by students who are addicted to online games can be understood through the stages of moral development identified by Piaget (in Rahman et al., 2022). At the autonomous stage, students begin to understand that rules are negotiable and morality is more situational. They develop a more flexible understanding of right and wrong. Students in the autonomous stage use profanity as a way to express emotions or conform to social norms in the gaming environment. They are aware that the use of profanity is not always accepted outside the game, but feel that it is part of the different social "rules" in the online gaming world.

In line with research conducted by Sugiono, (2019) that trash-talking for online game players is used as a strategy to win the game by diverting the opponent's focus through chat. In addition, trash-talking serves as a motivation to improve performance in playing online games and also as a means of entertainment.

The fourth reason is stress and health. Feelings of stress and anxiety caused by academic pressure or personal problems can encourage students to seek escape in online games. This is when viewed from John Broadus Watson's behaviorism communication theory where changes in negative stimuli reinforce gaming addiction behavior and communication patterns become limited. The stress caused by game addiction can make it more difficult for students to communicate clearly and effectively. As stated by Nurdianti, (2014) that a person has obstacles when communicating because it is influenced by psychological factors due to the trauma experienced. Not only psychological health, the habit of playing online games continuously causes physical health for its users such as increased stomach acid, pushing head, increased minus eyes, and wrists that often tingle (Utomo et al., 2022).

#### 4. Conclusion

Based on the results and discussion of the research conducted, a conclusion can be drawn that for adolescents, especially the frequency of playing online games can have several negative impacts, one of which is on how to communicate properly and correctly in the school environment. The findings state that the impact of online game addiction on the way SMK students communicate includes saying dirty words such as mentioning animal names, human genitals, and other curses in the local language (Javanese). In addition, raising the volume of voice when talking with peers or teachers. Not paying proper attention when the teacher or a friend is speaking. Not looking at the person being spoken to, lack of skills in reading the situation or in this case reading the expressions of the interlocutor so as to create the perception that the student does not appreciate it.

Based on the results of the research that has been conducted, it is hoped that counselors can follow up on the implementation of guidance and counseling services in both prevention and healing programs. In the prevention program, counselors can conduct classical guidance services related to social skills involving role-playing and group activities to train non-verbal communication and facial expressions. While in the counseling or healing program, counselors can provide individual and group counseling services to help students recognize and change their ways of communicating that are influenced by games.

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