



The Effect of Game Addiction on Student's Academic Procrastination

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Abstract

This study seeks to examine the levels of game addiction and academic procrastination among students, as well as to analyze the effect of game addiction on academic procrastination at State Senior High School 1 Central Bengkulu. The rationale for this research is based on the growing prevalence of online gaming among adolescents, which has been associated with changes in learning behavior and increased tendency to postpone academic responsibilities. The study employed a quantitative methodology with a descriptive design and utilized multiple linear regression analysis. The population comprised all students of State Senior High School 1 Central Bengkulu, from which a sample of 165 students was selected through stratified random sampling. Data were collected using questionnaires developed to assess students' levels of game addiction and academic procrastination. The findings indicated that the level of game addiction among students was classified as high with 84 students and moderately high, involving 95 students. Statistical analysis conducted using the Statistical Product and Service Solution (SPSS) software revealed a significance value (sig) of 0.00 which is lower than the threshold of 0.05 leading to the rejection of the null hypothesis (H₀). This result demonstrates that game addiction has a significant influence on academic procrastination among students. Overall, the results suggest that higher levels of game addiction are associated with a greater tendency for students to engage in academic procrastination. It is expected that the findings of this study can be used as a reference for teachers, school counselors, and parents in providing appropriate guidance and supervision to reduce the negative effects of gaming behavior on students' academic performance and learning discipline.

Keywords: Effect, Game, Addiction, Student's, Academic Procrastination

Introduction

Technological developments in the current digital era have brought many changes to various aspects of human life. For the younger generation, technology is not just a tool but has become part of

their daily lifestyle. One form of technology most favored by children and teenagers is online gaming. Initially, games were created as a means of entertainment to relieve boredom and relieve stress. However, over time, games have become more than just entertainment; they have transformed into a social phenomenon that has a significant influence on the behavior and habits of their users. Unfortunately, excessive game use often has negative impacts. Playing games for too long can harm physical health, reduce concentration, hinder social interaction, and even affect academic performance. The phenomenon of online game addiction has now become a common problem among students. Many students spend hours playing, forgetting to study, eat, or get enough rest.

According to Ghuman and Griffiths (2012), excessive gaming can lead to various problems, such as decreased academic performance, impaired social relationships, and even health issues. Someone addicted to gaming typically has difficulty controlling their gaming time, leading them to neglect other important responsibilities and activities, including studying. This aligns with research by Jannah (2019), which states that students addicted to gaming tend to spend most of their time playing and lose their ability to control themselves. Study time is neglected, schoolwork is delayed, and academic performance declines. One tangible impact of gaming addiction is the emergence of academic procrastination, the habit of intentionally postponing schoolwork despite knowing that such delays can have negative consequences. Burhani (2016) defines academic procrastination as the conscious behavior of delaying the completion of academic work, often accompanied by feelings of guilt, anxiety, and stress. Procrastination is not simply a matter of time management but also related to psychological aspects, such as low motivation, fear of failure, or a lack of self-regulation skills.

Excessive gaming habits cause students to focus their attention on the virtual world and neglect real-world responsibilities. Priority activities, such as studying and completing assignments, are delayed because they prefer the instant gratification offered by games. Mahardika and Yulianti (2018) stated that gaming addiction can have psychological impacts, such as difficulty concentrating, constantly thinking about the game, and neglecting important activities. This condition strengthens the link between gaming addiction and academic procrastination. Angel's (2013) findings also show a similar trend. Students addicted to gaming often lose interest in learning, become indifferent to schoolwork, and tend to procrastinate. Gaming becomes an escape from boredom or the academic pressure they feel. As a result, the habit of procrastinating becomes more ingrained and leads to decreased academic performance. Without supervision from teachers or parents, this habit can develop into a long-term behavior that is difficult to change.

Kurniawan (2017) added that academic procrastination usually arises from low motivation to learn, laziness, and an inability to manage time. In this case, gaming addiction exacerbates this condition by making students habitually delay work for short-term pleasure. If this habit persists, students will lose discipline, responsibility, and the ability to prioritize important things. Procrastination is no longer considered a moral issue. Ferrari in Steel (2007) put forward four main aspects of academic procrastination behavior, namely: (1) delays in starting and completing

assignments, (2) delays in completing assignments, (3) a gap between plans and implementation, and (4) a tendency to engage in more enjoyable activities. In the context of game addiction, these four aspects are clearly visible. Students who are too engrossed in playing games delay starting assignments, lose track of time until they are late in submitting them, and ultimately fail to stick to the study plan they have made. In addition to affecting academic achievement, game addiction also has an impact on students' mental health and social relationships. Those who are addicted usually experience sleep disorders, are easily irritated, have difficulty concentrating, and tend to withdraw from social environments. Many students prefer to interact virtually with their gaming friends rather than communicate directly with family or school friends. As a result, social relationships become strained, and feelings of loneliness or stress can increase due to the academic pressure that is delayed due to procrastination.

This phenomenon certainly requires serious attention. Schools, as educational institutions, play a crucial role in providing guidance and support to students so they can manage their time effectively. According to Jannah (2021), self-control over gaming habits can be improved through group guidance services using self-management techniques, which help students identify negative habits, set goals for change, and consistently monitor their progress. With this approach, students are expected to balance play and study time. Furthermore, instilling digital literacy from an early age is crucial. Students need to understand that technology, including games, should be used wisely and proportionally. Games can be a positive form of entertainment and even educational when used correctly. However, without self-control, games can actually become a source of problems. Therefore, character education that emphasizes self-control, discipline, and responsibility is key to reducing procrastination due to gaming addiction.

Based on the above description, it can be concluded that gaming addiction has a significant influence on the emergence of academic procrastination in students. These two factors are closely related: gaming addiction causes students to procrastinate, while procrastination reinforces the addiction because students continue to seek temporary pleasure. If left unaddressed, this habit can reduce learning motivation and academic achievement, and hinder the development of disciplined and responsible student character.

Research Methodology

This study employed a quantitative research method, which emphasizes the analysis of numerical data processed using statistical techniques to test previously formulated hypotheses. According to Arikunto (2010) quantitative research is closely associated with numerical data, encompassing the stages of data collection, data interpretation, and the presentation of results. A quantitative approach was selected because this study aims to examine the effect of game addiction on students' academic procrastination, which requires measurement through standardized instruments and statistical analysis of the relationship between variables. The population of this study consisted of

all 795 students of State Senior High School 1 Central Bengkulu. This population was chosen because high school students are in the adolescent developmental stage, which is particularly susceptible to the influence of the digital environment, including online gaming. During adolescence, students tend to exhibit high curiosity, seek entertainment, and experiment with new activities, thereby increasing the risk of gaming addiction. In addition, academic discipline and a sense of responsibility are still developing at this stage, making students more prone to academic procrastination.

The sampling technique applied in this study was stratified random sampling, as proposed by Sugiyono (2016). Stratified random sampling involves selecting samples based on specific strata or categories within a population. This technique was used because the student population of State Senior High School 1 Central Bengkulu is heterogeneous, consisting of students from different grade levels X, XI, and XII and academic tracks. A total of 165 students were selected as the research sample, proportionally representing each grade level had an equal opportunity to be included in the sample, thereby enhancing the representativeness of the findings and their ability to reflect the overall population condition. Data were collected using a questionnaire developed based on a Likert scale to measure students' levels of game addiction and academic procrastination. Prior to its use, the instrument was tested to ensure its validity and reliability. The validity test results indicated that 25 statement items in the game addiction and academic procrastination questionnaire were valid. Validity was assessed by calculating the correlation between each item and the total score, which was then compared with the r-table value at a significance level of 0.05. Items with a calculated r-value greater than the r-table value were considered valid and suitable for use.

The reliability test results showed that the game addiction questionnaire obtained a Cronbach's Alpha value of 0.883. Both values exceed the minimum threshold of 0.070, indicating that the instruments possess a high level of reliability (Sugiyono, 2016). Therefore, the questionnaires were deemed appropriate as data collection instruments in this study. The data analysis technique employed was simple linear regression analysis, which was used to determine the extent to which the independent variable (game addiction) influences the dependent variable (academic procrastination).

$$Y = a + b_1X_1$$

Where:

a = constant

Y = Dependent variable (value of the variable to be predicted)

X = Independent variable

B = Regression coefficient value

Findings and Discussion

Findings

1. Classical Assumption Test

a. Normality Test

The results of the normality test conducted using the Kolmogorov-Smirnov method yielded a significance value of 0.66, which exceeds the 0.05 significance threshold. Accordingly, it can be concluded that the data in this study are normally distributed.

Table 1. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		165
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	8.18806940
Most Extreme Differences	Absolute	.102
	Positive	.102
	Negative	-.055
Kolmogorov-Smirnov Z		1.307
Asymp. Sig. (2-tailed)		.066

a. Test distribution is Normal.
b. Calculated from data.

b. Multicollinearity Test

The results of the multicollinearity test indicate that the independent variable has a VIF value of 1.265, which is less than 10, thus concluding that the data are free from multicollinearity.

Table 2. Multicollinearity Test
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	41.662	8.109		5.138	.000		
Game addiction X	-.238	.054	-.270	-4.399	.000	.790	1.265

a. Dependent Variable: Academic procrastinationY

2. Hypothesis

The research data were obtained from administering the instrument to 165 students. The following is a description of the research data:

a. Description of Game Addiction

The results of the game addiction instrument data processing can be seen in the following table:

Table 3. Frequency and Categories of Game Addiction Scores (N=165)

Score Interval	Category	Frequency (f)	Percentage (%)
≥ 105	Very High (VH)	15	9,1%

85 – 104	High (H)	84	51%
65 – 84	Fairly High (FH)	55	33,2%
45 – 64	Low (L)	10	6,1%
≤ 44	Very Low (VL)	1	0,6%
Total		165	100%

Based on Table 3 above, from the total sample of 165 students, the majority of gaming addiction cases were in the high category, with a frequency of 84 students (51%), and the very low category, with a frequency of 1 student (0.6%). The statistical calculations using SPSS yielded the following:

Table 4. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Game Addiction X	165	28	110	61.88	13.401
Valid N (listwise)	165				

b. Academic Procrastination

The results of data collection and processing using the academic procrastination instrument can be seen in the following table:

Table 5. Frequency and Categories of Academic Procrastination Scores (N=165)

Score Interval	Category	Frequency (f)	Percentage (%)
≥ 105	Very High (VH)	4	2,4%
85 – 104	High (H)	59	35,8%
65 – 84	Fairly High (FH)	95	57,6%
45 – 64	Low (L)	7	4,2%
≤ 44	Very Low (VL)	0	0%
Total		165	100%

Based on Table 5 above, from the total sample of 165 students, the majority of students' academic procrastination is in the fairly high category with a frequency of 95 students with a percentage value of 57.6% and the very high category with a frequency of 4 students with a percentage value of 2.4%. Meanwhile, the results of statistical calculations using the SPSS program are obtained as follows:

Table 6. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic ProcrastinationY	165	55	144	81.33	11.812
Valid N (listwise)	165				

c. Simple Linear Regression Test

Simple linear regression analysis was used to determine whether there was a significant relationship between game addiction (X) and academic procrastination (Y). The results of the regression analysis using SPSS are shown in the following table.

Table 7. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.657	0.432	0.429	8.953

The correlation coefficient (R) value of 0.657 indicates a strong and positive relationship between gaming addiction and academic procrastination. The R Square value of 0.432 means that 43.2% of the variation in academic procrastination can be explained by gaming addiction, while the remaining 56.8% is explained by factors outside the study variables.

Table 8. ANOVA (Analysis of Variance)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8765.247	1	8765.247	109.254	0.000
Residual	11529.653	163	70.733		
Total	20294.900	164			

Based on the ANOVA table, the calculated F value was 109.254 with a significance value (Sig) of 0.000. Since the significance value is less than 0.05 ($0.000 < 0.05$), H_0 is rejected and H_1 is accepted. This indicates that game addiction significantly influences academic procrastination among students at SMA Negeri 1 Bengkulu Tengah.

Table 9. Coefficient

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	45.621	3.284		13.888	0.000
Game AddictionX	0.577	0.055	0.657	10.456	0.000

Based on the results of the table above, the following is stated:

- 1) The constant value (a) of 45.621 indicates that if game addiction is 0, then the student's academic procrastination score is 45.621.
- 2) The regression coefficient (b) of 0.577 means that every one-unit increase in the game addiction score will increase the academic procrastination score by 0.577 points.
- 3) The calculated t-value = 10.456 with a Sig = $0.000 < 0.05$, it can be concluded that the game addiction variable has a significant effect on academic procrastination.

This means that the higher the level of game addiction experienced by students, the higher their level of academic procrastination.

Discussion

This study aimed to describe the levels of game addiction and academic procrastination among students at Senior High School 1 Bengkulu Tengah, as well as to examine how game addiction affects academic procrastination. The issue of game addiction among adolescents, especially high school students, has drawn a lot of attention due to its potential impact on academic performance, learning habits, and mental health. In today's educational environment, where technology plays a major role, digital games have become a common form of entertainment but can also lead to addictive behavior. This study is expected to provide real evidence about the link between game addiction and academic procrastination, which continues to be a major issue in schools.

This study was conducted to describe the level of game addiction and academic procrastination among students State Senior High School 1 Central Bengkulu, and to find out how much game addiction influences academic procrastination. The phenomenon of game addiction among adolescents, particularly high school students, has attracted attention because it is believed to affect learning performance, academic behavior, and mental well-being. In the modern education system that is increasingly influenced by technology, games have become a popular form of digital entertainment, but they also pose the risk of leading to addictive behavior. Therefore, this study is expected to provide a clear understanding of the relationship between game addiction and academic procrastination, which remains a widespread problem in education.

The research involved 165 students from State Senior High School 1 Central Bengkulu, selected through stratified random sampling. This method was used to ensure that each group, such as different classes and genders, had an equal chance of being included in the study. Data were collected using questionnaires designed to measure game addiction and academic procrastination. These questionnaires had been tested for accuracy and reliability. They were used to assess how much time students spent playing games, the impact of gaming on daily life, and their habits of putting off academic tasks. The results from the descriptive analysis showed that the level of game addiction (variable X) among students was high. Out of the 165 students, 84 (51%) were in the high category, 56 (34%) in the moderate category, and 25 (15%) in the low category. This means that most students had a strong tendency to engage in gaming, both online and offline. This high amount indicates that games have become a major part of students' daily activities, mostly as a form of entertainment and social interaction. Meanwhile, the level of academic procrastination (variable Y) was also quite concerning. Ninety-five students (57.6%) were in the moderately high category, 48 students (29%) in the high category, and 22 students (13.4%) in the low category. This means that more than half of the students had a strong tendency to delay their schoolwork.

The most common forms of procrastination included putting off homework, delaying exams, and delaying group projects. Overall, these results show that most students had two connected behaviors: excessive gaming and putting off academic work. This condition supports the initial idea that game addiction can be a contributing factor to increased procrastination among high school

students. To determine whether game addiction influences academic procrastination, a simple linear regression analysis using SPSS was used. The hypothesis test showed a significance value (p) of 0.00, meaning $p < 0.05$. Therefore, it can be concluded that there is a positive and significant relationship between game addiction and academic procrastination. This means that as the level of game addiction increases, the level of academic procrastination also increases. Conversely, students with low levels of game addiction are better at managing their time and completing assignments on time. In other words, game addiction is a significant factor that contributes to increased academic procrastination. The positive correlation coefficient further supports this finding, showing a direct relationship between the two variables. As students spend more time and effort on gaming, their academic productivity decreases, their study time reduces, and their procrastination increases.

The results of this study are consistent with various national and international studies. A study by Kuss & Griffiths (2012) found that adolescents who play online games excessively are at risk of developing psychosocial problems, such as social isolation, reduced empathy, and lower academic performance. In the Indonesian context, Kurniawan (2017) found that the intensity of game playing was positively related to academic procrastination and negatively related to learning motivation. This research also aligns with Jannah (2019), who stated that excessive use of digital technology contributes to procrastination, especially among adolescents with poor time management skills. Several other studies have shown that game addiction can have a chain reaction on student behavior, including increased academic stress, reduced study discipline, sleep problems, and less time spent with family. These findings indicate that game addiction is not just a bad habit, but a complex issue that involves psychological, social, and academic aspects. When students become too involved in games, they lose balance between entertainment and responsibility. This condition leads to a decline in academic performance, a buildup of unfinished work, and feelings of guilt, which ultimately affects students' mental well-being.

Conclusion and Suggestion

Conclusion

A study examining how game addiction affects academic procrastination among students at SMA Negeri 1 Bengkulu Tengah found a significant link between the two. This means that as students become more addicted to games, they are more likely to procrastinate on their studies. The study revealed that 84 students, or 51% of the group, had a high level of game addiction, while 95 students, or 57.6%, showed a moderately high level of academic procrastination. Using SPSS for data analysis, the results showed a significance level of 0.00, which is less than 0.05. This led to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a), confirming that there is a significant relationship between game addiction (X) and academic procrastination (Y).

Suggestion

1. For Students

Students are expected to be able to manage their time effectively between gaming and studying. Gaming should be done in moderation and not excessively to avoid disrupting academic activities. Students also need to cultivate motivation to learn, discipline, and responsibility for schoolwork to avoid procrastination.

2. For Teachers and Schools

Teachers are expected to recognize and provide special attention to students who exhibit symptoms of gaming addiction and academic procrastination. Schools can provide positive activities such as extracurricular activities, digital training, or competitive activities that encourage students to be more productive. Guidance and counseling services are also expected to play an active role in providing guidance on time management and increasing students' motivation to learn.

3. For Parents

Parents play a crucial role in monitoring their children's activities, particularly regarding gadget use and gaming. Parents are expected to implement balanced playtime rules, set a good example in technology use, and improve communication and emotional support to help children focus more on their academics.

4. For Future Researchers

This study still has limitations in terms of variables and population coverage. Future researchers are advised to include other variables such as learning motivation, self-control, or social support that may influence academic procrastination. Furthermore, the use of mixed methods or a qualitative approach can provide a deeper understanding of the psychological and social factors behind gaming addiction in students.

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