

The Dynamics of Online Gaming in the Learning Lives of Muslim Students: A Qualitative Study

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Abstract

Keywords:
Online Games,
Information Technology,
Youth Education.

Online games have become a necessity in modern society, especially among teenagers and adults. While they are primarily for entertainment and social interaction, they also impact the learning process. Online games have grown rapidly recently, especially in the world of e-sports. There are many variations or types of online games, such as PUBG, Domino Island, Free Fire, Poker, and other online games, which create engaging gameplay. The more engaging the game, the more people play it. Online games have become a new lifestyle for students and adults. The presence of online games has significantly eroded students' motivation to learn at school, resulting in a decline in the quality of learning. This study, however, is a crucial activity in the education system. This study aims to analyze the impact of online games on high schools. This study uses a survey method using quantitative research methods. This type of research uses a survey because in data collection, the author gathered information from respondents using a questionnaire as the primary method. Overall, the research findings show that in State Islamic Senior High Schools throughout West Pasaman, the impact of Mobile Legends on student achievement is a major concern, as measured by frequency and percentage calculations. The researcher found a 72% impact of the Mobile Legend game on students. Meanwhile, the decline in student learning achievement, according to the distributed questionnaire, reached 63%. Several activities that should be created to avoid the impact of Mobile Legends are extracurricular activities and homework, as well as strict supervision of students' smartphones. It is important to maintain balance in the approach taken by State Islamic Senior High Schools in West Pasaman. Although extracurricular activities such as KSR-PMI, Scouts, OSIM, Drumband, and Nasyid provide positive benefits, they must be managed wisely to prevent students from becoming exhausted, especially if they return home late. With a balanced approach, these schools can help students better manage their time, maintain focus on learning, and motivate them to achieve better academic results.

Abstrak

Kata kunci:
Game Online,
Teknologi Informasi,
Pendidikan Remaja.

Game online menjadi kebutuhan dalam kehidupan masyarakat modern, khususnya pada remaja dan orang dewasa. Meskipun hiburan dan interaksi sosial, namun juga mempunyai dampak pada proses pembelajaran. Game Online sangat berkembang sangat pesat belakangan ini terlebih dunia E-Sport. Dan ada banyak variasi atau jenis-jenis Game Online seperti PUBG, Domino Island, Free Fire, Poker dan online jenis lainnya yang membuat menarik alur permainannya. Semakin menarik Game yang dimainkan maka semakin banyak juga yang memainkan Game Online tersebut. Game online menjadi gaya hidup baru bagi siswa dan orang dewasa. Keberadaan game online telah banyak menggrogoti motivasi belajar siswa di sekolah, sehingga penurunan kualitas belajar. Padahal proses pembelajaran merupakan kegiatan yang penting dalam sistem pendidikan. Penelitian ini bertujuan untuk menganalisis bagaimana fampak game online pada sekolah menengah atas. Jenis penelitian ini adalah penelitian survey dengan menggunakan metode penelitian kuantitatif. Menggunakan jenis penelitian survey karena dalam pengumpulan data penulis menghimpun informasi dari para responden menggunakan kuesioner sebagai metode

Article history:

Received: 26-01-2026

Revised 17-04-2026

Accepted 12-06-2026

pokok. Temuan penelitian menunjukkan secara keseluruhan peneliti menarik sebuah kesimpulan, bahwa di Madrasah Aliyah Negeri se-Pasaman Barat, dampak Mobile Legend terhadap prestasi belajar siswa menjadi perhatian utama sesuai dengan penghitungan frekuensi dan presentase yang di lakukan peneliti menemukan 72% Dampak Game Mobile Legend ini terhadap siswa. Sedangkan penurunan Hasil prestasi belajar siswa sesuai dengan penghitungan angket yang di bagikan adalah mencapai 63%. Beberapa kegiatan yang seharusnya di buat untuk menjauhi Dampak Mobile Legend tersebut adalah ekstrakurikuler dan tugas rumah dan pengawasan ketat terhadap smartphone siswa. Penting untuk menjaga keseimbangan dalam pendekatan yang diambil oleh sekolah-sekolah Madrasah Aliyah Negeri di Pasaman Barat. Meskipun kegiatan ekstrakurikuler seperti KSR-PMI, Pramuka, OSIM, Drumband, dan Nasyid memberikan manfaat positif, harus diatur dengan bijak agar siswa tidak mengalami kelelahan, terutama jika mereka pulang sekolah pada jam yang cukup larut. Dengan pendekatan yang seimbang, sekolah-sekolah ini dapat membantu siswa mengelola waktu mereka dengan lebih baik, menjaga fokus dalam pembelajaran, dan memotivasi mereka untuk meraih prestasi lebih baik dalam bidang akademik.

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INTRODUCTION

The development of technology has led to the rapid growth of online games. Online games have created a new culture among the younger generation, as well as among adults. Online games are electronic and visual-based games. They can be played not only with people nearby, but also with players from different locations, even from other parts of the world (Mertika & Mariana, 2020). Online games have become one of the most popular forms of entertainment among children and teenagers. Over the past nearly ten years, electronic games, commonly referred to as online games, have become increasingly widespread among senior high school students (Novrialdy, 2019). This is supported by the large number of game centers in the surrounding environment, which offer affordable prices for teenagers. Game centers themselves, unlike internet cafés, tend to have more regular customers. This is what makes game centers almost always crowded with visitors. Not only are game centers popular, but increasingly sophisticated gadgets and smartphones also offer a wide variety of games, both offline and online.

Online game players are usually dominated by students, ranging from elementary school, junior high school, and senior high school students to university students and even adults. Online game players are often able to spend a long period of time in front of a screen playing online games (Fensca F Lahallo, Fits G J Rupilele, Santo Lartutul, Muhammad Nanang Setiawan, 2023) (Ari Jumaidah et al., 2022).

Why do many teenagers and adults enjoy online games? The factors that usually influence this include easy accessibility, attractive graphics, and social features that allow interaction among players (Putrianti et al., 2024). Moreover, nowadays almost everyone uses an Android smartphone (Ekawati, 2017), (Sinapoy & Putri, 2022), (Astuti, 2022), (JuraSekolah Menengah Atas, 2014), which allows and makes it easier for users to download various online game applications. In addition, online games are games that can be played by many people in different parts of the world through internet network access (Maslahah & Rofiah, 2022). This is also one of the factors causing traditional children's games to become less popular today (Inayah, 2023), (Lindawati, 2019), (Husein MR, 2021), (Kuswanto et al., 2022), (Naafi' & Irawan, 2022), (Shinta Ulya Rizqiyah, 2020), (Putri et al., 2022) (Nasution et al., 2022), (Aprilia, 2023). For more details, it can be seen in the following table:

Table 1. Data on Online Game Users in Indonesia

Number	Years	Data on Online Game Users/Players in Indonesia	Notes	Source
1	2022	174.1 million game players	Government data shows that the number of game players in Indonesia reached 174.1 million people in 2022	Ministry of Tourism and Creative Economy / Antara
2	2023	More than 150 million active players	Indonesia is recognized as one of the largest gaming markets in Southeast Asia, with more than 150 million active players in 2023	Inkwood Research
3	2023	23.29% of respondents have played online games	The APJII survey of 8,510 respondents showed that 23.29% had played online games	APJII via Databoks
4	2023	42.23% of online game players play for more than 4 hours per day	Among online game consumers, the majority play for more than 4 hours per day	APJII via Databoks
5	2024	221.56 million internet users in Indonesia	The number of internet users in Indonesia reached 221,563,479 people; this serves as a large foundation for the growth of online games	APJII
6	2024	Internet penetration reached 79.5%	The high level of internet penetration supports increasingly broad public access to online games based on applications and networks	APJII
7	2025	28.17% of 8,700 respondents stated that they played online games	The 2025 APJII Internet Penetration and Internet Usage Behavior Survey shows that 28.17% of	APJII via GoodStats

8	2025	71.83% of respondents did not play online games	respondents played online games This data shows that although online games are popular, not all Indonesian internet users are online game players	APJII via GoodStats
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The table above shows the duration of online game playing in Indonesia, indicating that the majority of online game players in Indonesia have a relatively high playing intensity. Based on APJII data in 2023, the largest group consists of players who play for more than four hours per day, accounting for 42.23%. This figure indicates that online games are no longer merely a short-term form of entertainment, but have become a digital activity that consumes a significant amount of time for many users.

Furthermore, 27.46% of online game players play for 3–4 hours per day. When combined with the category of those who play for more than 4 hours, around 69.69% of online game players spend at least 3 hours per day playing games. This condition indicates that the duration of online gaming in Indonesia is relatively high and has the potential to affect other activities, such as studying, working, worshipping, interacting with family, and participating in social activities.

Meanwhile, players who spend less time playing are relatively fewer in number. Players who play for 2–3 hours per day account for 11.94%, followed by those who play for 1–2 hours per day at 11.10%, while players who play for less than 1 hour per day make up only 7.26%. This data shows that the group of players with low playing duration is smaller than the group of players with moderate to high playing duration.

Thus, the table illustrates that online gaming behavior in Indonesia tends to be dominated by users with long playing durations. This phenomenon is important to consider, especially in the context of education, because excessive gaming duration can affect students’ learning concentration, time discipline, sleep patterns, and academic achievement. Therefore, parental supervision, teacher guidance, and digital literacy are needed so that students can use online games wisely without neglecting their learning obligations and social responsibilities.

However, one of the positive values of online games is that, through gameplay, children’s spatial abilities related to visual intelligence and visualization can be sharpened or trained. This ability can influence children’s numeracy skills. In addition, games can also help develop children’s fine motor skills (Novitasari et al., 2022).

Student learning motivation is an essential factor in the learning process. Learning motivation influences the stimulus and response that occur during the learning process (Ari Jumaidah et al., 2022), (Fensca F Lahallo, Fits G J Rupilele, Santo Lartutul, Muhammad Nanang Setiawan, 2023), (Maslahah & Rofiah, 2022). Learning motivation is the encouragement that enables students’ learning activities to be directed toward achieving learning objectives. Therefore, the learning process undertaken by students occurs without coercion. Students participate in the learning process enthusiastically and follow all stages of learning.

The dynamics of online game development have become an obstacle to the existence of students’ learning motivation. Based on data from the Financial Transaction Reports and Analysis Center (PPATK), Children involved in online gambling are mostly aged 17–19 years (191,380 children), followed by children aged 11–16 years (4,514

children) and children under 11 years old (1,160 children) (Sendy, 2024). This condition is highly concerning for the world of education, as it can erode students' learning motivation. The learning process becomes disrupted because children's tendencies have shifted from studying at school to playing online games, which they perceive as more enjoyable and engaging.

Research on online games and students has actually been widely conducted, particularly in relation to learning motivation, academic achievement, social behavior, addiction, and the use of games as learning media. However, most previous studies still position online games as a variable that directly affects students' learning outcomes or academic achievement. Such studies are important, but they often do not explore in depth students' subjective experiences in managing their learning lives while dealing with the habit of playing online games.

Research on "The Dynamics of Online Games in the Learning Lives of Muslim Students: A Qualitative Study" is important because online games have become part of today's students' digital culture. Online games are no longer understood merely as entertainment; they have entered students' daily routines, influencing how they manage their time, interact with peers, respond to school assignments, and carry out learning activities. In the context of Muslim students, this phenomenon becomes more complex because students' lives are not only measured by academic achievement, but also by religious responsibilities, such as discipline in worship, moral conduct, self-control, and proper use of time.

The urgency of this research is also reflected in the tendency of students to spend a considerable amount of time playing online games. Excessive online gaming can lead to decreased learning concentration, delays in completing assignments, lack of discipline, disrupted sleep patterns, and reduced social interaction within the family and school environment. Several previous studies have shown that online game use is related to learning motivation, academic achievement, learning discipline, and student behavior. For example, a study on online game use in Islamic Religious Education found that online games had a significant effect on students' learning motivation in Islamic Religious Education, although this effect was not the only determining factor in students' learning outcomes.

In addition to its academic impact, online gaming is also important to examine from the perspective of Islamic education. Islamic education does not only aim to develop students intellectually, but also to shape their morals, discipline, responsibility, and ability to control themselves. In this regard, online games can become a challenge when students spend more time playing than studying, reading the Qur'an, performing prayers on time, helping their parents, or participating in religious activities. Therefore, this research is important to understand how Muslim students interpret online games in their learning lives and how Islamic values play a role in controlling their digital behavior.

Furthermore, schools, Islamic Religious Education teachers, and parents need a deeper understanding of students' online gaming behavior. So far, online games are often viewed merely as a cause of laziness or declining academic achievement. In reality, however, some students may use online games as entertainment after studying, a means of building social relationships, a way to relieve stress, or even as a space for digital competition. Therefore, qualitative research is needed to explore students' experiences more deeply, rather than merely measuring the influence of online games through statistical figures.

In addition, the world of Islamic education needs to respond wisely to the development of digital technology. Online games cannot be completely avoided in students' lives, as they live in a continuously evolving digital ecosystem. What is more urgent is how Islamic education can guide students to use technology proportionally, with discipline and responsibility. Thus, this research can contribute to formulating mentoring strategies for Muslim students so that they do not become trapped in excessive online gaming, but are able to manage digital entertainment without neglecting their learning obligations and Islamic values.

The urgency of this research is further strengthened by the fact that studies on online games in the context of Muslim students have not yet widely focused on the dynamics of learning life as a whole. Several studies have discussed the impact of online games on students' motivation, achievement, morality, discipline, and attention. However, research that specifically examines Muslim students' experiences in balancing online games, learning, worship, self-control, and academic responsibility still needs to be developed. Therefore, this study has significant value in filling this research gap through a qualitative approach.

Thus, the study entitled "The Dynamics of Online Games in the Learning Lives of Muslim Students: A Qualitative Study" holds an important position in addressing this gap. This research does not merely examine whether online games have positive or negative impacts on learning, but also seeks to understand how Muslim students experience, interpret, manage, and negotiate online gaming activities within their learning and religious lives. This focus is important because Muslim students live in two spaces at once: the digital space, which is full of entertainment and competition, and the space of Islamic education, which emphasizes discipline, responsibility, morality, and self-control.

Research Method

This research method is based on the following stages:

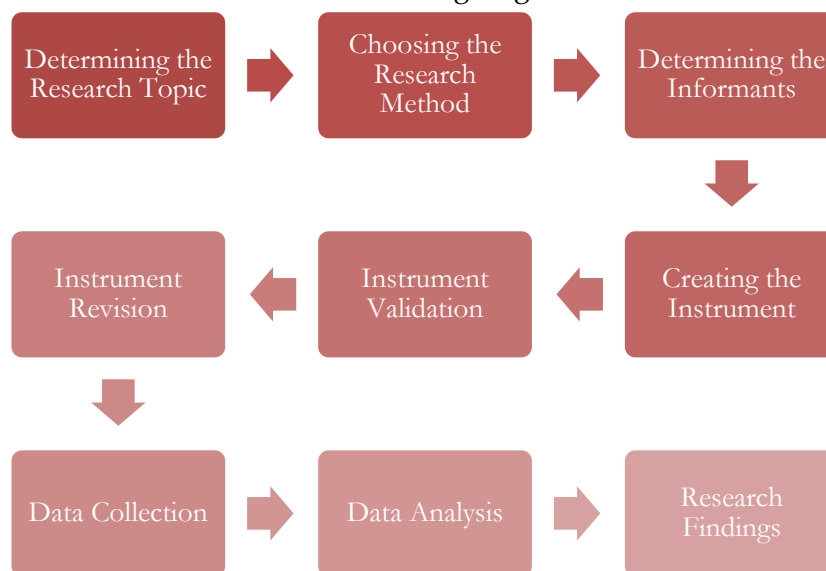


Figure 1. Research Process

The image shows the stages of conducting qualitative research, carried out gradually from determining the topic to formulating research findings. In the context of the study "The Dynamics of Online Games in the Learning Lives of Muslim Students,"

each stage has an important function to ensure that the research is systematic, focused, and aligned with the objectives of the study.

The first stage is determining the research topic. At this stage, the researcher establishes the focus of the study on the phenomenon of online games in the learning lives of Muslim students. This topic was chosen because online games have become part of students' digital activities, whether as entertainment, a means of social interaction, or an activity that may affect students' study time, concentration, discipline, worship practices, and academic responsibilities. The topic was determined by observing realities in the field, such as the number of students who play online games after school, at night, or even when they should be doing assignments or studying.

The second stage is choosing the research method. This study uses a qualitative approach because it aims to understand the experiences, habits, perspectives, and meanings that Muslim students attach to online games in their learning lives. The qualitative method was chosen so that the researcher can explore in depth how students manage their time between playing games, studying, worshipping, interacting with family, and fulfilling school obligations. Through this approach, the data obtained are not only numerical, but also consist of narratives, experiences, behaviors, and students' understandings.

The third stage is determining the research informants. The informants in this study may consist of Muslim students who actively play online games, Islamic Religious Education teachers, homeroom teachers, guidance and counseling teachers, and students' parents. Students are selected as the main informants because they directly experience the dynamics of online gaming in their learning lives. Teachers and parents are selected as supporting informants to obtain information about changes in learning behavior, discipline, responsibility, and the influence of online games on students' worship activities and learning processes.

The fourth stage is creating the research instruments. The instruments used in this qualitative study may include interview guidelines, observation guidelines, and documentation guidelines. The interview guidelines are designed to explore information about the types of games students play, playing duration, playing time, reasons for playing, the influence of games on learning, the influence on worship, and students' strategies for managing their time. The observation guidelines are used to observe students' behavior in the school environment, such as learning concentration, discipline in attending lessons, interaction with peers, and involvement in religious activities.

The fifth stage is **instrument validation**. At this stage, the instruments that have been prepared are reviewed to ensure that the interview questions and observation aspects are aligned with the research focus. Validation can be carried out by asking for input from supervisors, research methodology experts, or Islamic education specialists. The purpose is to ensure that the instruments are truly able to explore data on the dynamics of online games in the learning lives of Muslim students, rather than merely asking about gaming habits in general.

The sixth stage is **instrument revision**. After the instruments have been validated, the researcher revises questions or indicators that are still inappropriate. For example, a question that is too general, such as "Do online games interfere with your learning?" can be revised into "How do online gaming habits affect your study time, assignment completion, and concentration in class?" This revision is important so that the data obtained are deeper, clearer, and in accordance with the needs of qualitative research.

The seventh stage is **data collection**. At this stage, the researcher goes into the field to collect data through interviews, observation, and documentation. Interviews are conducted with Muslim students who play online games to understand their experiences directly. Observation is carried out to see students' learning behavior in the classroom or school environment. Documentation may include teacher notes, attendance data, student assignments, or other information that supports the analysis. Data collection is conducted carefully by paying attention to research ethics, such as maintaining the confidentiality of informants' identities.

The eighth stage is **data analysis**. The data that have been collected are then analyzed through the processes of data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selects information relevant to the research focus, such as gaming duration, its impact on learning, its influence on worship, and students' self-control strategies. In the data display stage, the researcher organizes the data into narratives or main themes. Then, the researcher draws meaning from the data to understand how online games influence the learning lives of Muslim students.

The final stage is **research findings**. Research findings are the final results of the data analysis process. In this study, the findings may include descriptions of various dynamics of online games in the lives of Muslim students, such as online games as entertainment, online games as a distraction to learning concentration, online games as a medium for friendship, and online games as a challenge in maintaining worship discipline and learning responsibility. The findings may also reveal students' strategies in managing time, the role of parents in supervision, and the role of teachers in providing guidance based on Islamic educational values.

Thus, the image illustrates that qualitative research is conducted systematically and sequentially. Each stage is interconnected, starting from determining the topic, choosing the method, determining informants, preparing and validating instruments, collecting data, analyzing data, and producing research findings. In the context of this study, the flow helps the researcher understand in depth the phenomenon of online games in the learning lives of Muslim students, both from academic, social, and religious aspects.

Research Findings

The research findings were obtained from a survey conducted among senior high school students in Pasaman Barat Regency, which identified the positive and negative impacts of online games on students' learning motivation. The results of the study show that online games have both positive and negative impacts. The positive impacts are as follows:



Figure 2. Positive Impacts of Online Games

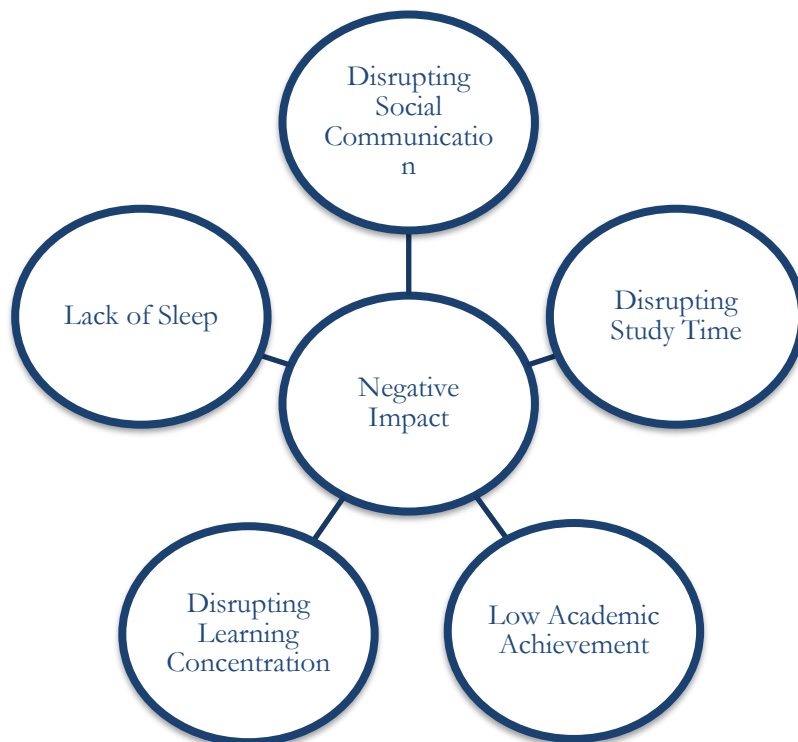


Figure 3. Positive and Negative Impacts of Online Games

The figure above explains that online games have both positive and negative impacts on students' learning motivation.

Positive Impacts

Playing online games can train students’ ability to think quickly and make decisions in dynamic situations. In addition, online games can help develop multitasking skills that are useful in various aspects of daily life. The use of mobile devices for playing games also introduces students to the latest technology.

Games can provide senior high school students with meaningful learning experiences related to coordination, strategy, and tactics that can be applied in real life. Furthermore, interaction within online gaming communities can help students build friendships and develop positive social networks.

Based on the results of the questionnaire distributed by the researcher at senior high schools in Pasaman Barat, the respondents consisted of 10 students from each school, with a total of 50 students who were online game players. The researcher prepared several statements for the students regarding the positive impacts of online games on students as online game players.

Table 1
Training students’ ability to think quickly and make decisions in dynamic situations

Alternative Answers	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	30	60%
Agree	20	40%
Strongly Agree	0	0%

Based on the questionnaire results in Table 2, the survey was conducted among 50 respondents from senior high schools in Pasaman Barat. The respondents expressed their views on the positive impact of online games on students’ ability to think quickly and make decisions in dynamic situations. Most students, or 60%, responded “Neutral” to the statement. This indicates uncertainty or a lack of clarity in their perception of the positive impact experienced when playing online games.

On the other hand, around 40% of students responded “Agree,” indicating that they perceive a positive relationship between playing online games and the ability to think quickly and make decisions in dynamic situations. These results reflect students’ perceptions and do not provide a direct explanation of the actual impact of playing online games on quick thinking and decision-making abilities.

Table 2. Training students’ multitasking skills, which are beneficial in various aspects of daily life

Alternative Answers	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	11	22%
Agree	34	68%
Strongly Agree	5	10%

Based on the questionnaire results in Table 2, the survey was conducted among 50 respondents from senior high schools in Pasaman Barat. The table describes students' perceptions of the positive impact of online games on their multitasking skills in daily life. The majority of students, or 68%, stated that they "Agree" with the statement, indicating their belief that playing online games has helped train their multitasking skills.

Some students, or 22%, responded "Neutral," meaning that they did not have a strong opinion, while a small number of students, or 10%, stated that they "Strongly Agree." These survey results reflect students' subjective perceptions and do not serve as direct evidence of the actual impact of online games on multitasking ability.

Table 3. Helping students become more familiar with the latest technological developments

Alternative Answers	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	1	2%
Neutral	21	42%
Agree	11	22%
Strongly Agree	17	34%

Based on the questionnaire results in Table 3, the survey was conducted among 50 respondents from senior high schools in Pasaman Barat. The respondents expressed their views on the impact of playing online games on their understanding of the latest technological developments. The majority of students, or 56%, felt that playing online games helped them become more familiar with the latest technology.

Most of them, or 34%, stated "Strongly Agree," while 22% stated "Agree." Meanwhile, 42% of students responded "Neutral" regarding its impact, and only 3% stated "Disagree." None of the respondents stated "Strongly Disagree." These results reflect students' subjective views and do not serve as direct evidence of the actual impact of online games on their understanding of the latest technology.

Table 4. Providing an enjoyable and meaningful learning experience about coordination, strategy, and tactics that can be applied in real-life contexts

Alternative Answers	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	10	20%
Agree	23	46%
Strongly Agree	17	34%

Based on the questionnaire results in Table 4, the survey was conducted among 50 respondents from senior high schools in Pasaman Barat. The respondents expressed their views on the positive impact of online games on their learning experiences,

particularly in terms of coordination, strategy, and tactics that can be applied in real-life contexts.

The majority of students, or 80%, felt that playing online games provided a beneficial learning experience in these aspects, with 34% stating “Strongly Agree” and 46% stating “Agree.” Meanwhile, 20% of students responded “Neutral” regarding its impact, and none of the respondents stated “Disagree” or “Strongly Disagree.” It should be noted that these survey results reflect students’ subjective perceptions and do not serve as direct evidence of the actual impact of online games on their learning experiences.

Table 5. Helping Students Build Friendships and Develop Positive Social Networks

Alternative Answers	Frequency	Percentage
Strongly Disagree	0	0%
Disagree	0	0%
Neutral	22	44%
Agree	4	8%
Strongly Agree	24	48%

Based on the questionnaire results in Table 5, the survey was conducted among 50 respondents from senior high schools in Pasaman Barat. The respondents expressed their views on the positive impact of online games on their ability to build friendships and develop positive social networks.

The majority of students, or 52%, felt that playing online games made a positive contribution in this regard. A total of 48% of them stated “Strongly Agree,” while 4% stated “Agree.”

Meanwhile, 44% of students responded “Neutral” regarding its impact, and none of the respondents stated “Disagree” or “Strongly Disagree.” It should be noted that these survey results reflect students’ subjective perceptions and do not serve as direct evidence of the actual impact of online games on their social abilities, such as building friendships and developing positive social networks.

Negative Impacts

Playing online games can train students’ ability to think quickly and make decisions in rapidly changing situations. Online games can also develop students’ multitasking skills, which are useful in daily life, while keeping them connected with the latest technological developments through mobile devices.

In addition, games provide an enjoyable learning experience related to coordination, strategy, and tactics that can be applied in real-life situations. Interaction within online gaming communities can also help students build friendships and develop positive social networks, although it needs to be managed wisely so that it remains balanced with other aspects of life.

Based on the questionnaires distributed by the researcher to the respondents, the following statements describe the negative impacts experienced by students as online game players:

Table 6. Disrupting the Time That Should Be Used for Studying and Completing School Assignments

Alternative Answers	Frequency	Percentage
Strongly Disagree	12	24%
Disagree	32	64%
Neutral	6	12%
Agree	0	0%
Strongly Agree	0	0%

Based on the questionnaire results in Table 6, the survey was conducted among 50 respondents from senior high schools in Pasaman Barat. The respondents expressed their views on the negative impact of online games on the time that should be used for studying and completing school assignments.

The majority of students, or 88%, did not perceive any negative impact, with 64% stating “Disagree” and 24% stating “Strongly Disagree” with the statement that playing online games disrupts the time that should be used for studying and school assignments. None of the students stated “Agree” or “Strongly Agree” with the statement. These results reflect students’ subjective views regarding the influence of online games on their time management in the context of learning and school activities. It should be noted that these survey results represent subjective perceptions and do not serve as direct evidence of the actual impact of online games on their study time and school assignments.

Table 7. Disrupting Students’ Learning Concentration

Alternative Answers	Frequency	Percentage
Strongly Disagree	13	26%
Disagree	11	22%
Neutral	24	48%
Agree	2	4%
Strongly Agree	0	0%

Based on the questionnaire results in Table 7, the survey was conducted among 50 respondents from senior high schools in Pasaman Barat. The respondents expressed their views on the negative impact of online games on their learning concentration. The majority of students, or 48%, responded “Neutral” or were uncertain about its impact, while only a small number felt that online games disrupted their learning concentration. A total of 26% stated “Strongly Disagree,” 22% stated “Disagree,” and only 4% stated “Agree.” None of the students stated “Strongly Agree.” These results reflect students’ subjective views on the impact of online games on their concentration while studying, but they do not provide objective information about the actual impact.

Table 8. Delayed Sleep Due to Playing Online Games Can Reduce Students’ Energy and Concentration at School

Alternative Answers	Frequency	Percentage
Strongly Disagree	5	10%
Disagree	32	64%
Neutral	12	24%
Agree	1	2%
Strongly Agree	0	0%

Based on the questionnaire results in Table 8, the survey was conducted among 50 respondents from senior high schools in Pasaman Barat. The respondents expressed their views on the negative impact of online games on delayed sleep and its effects on their energy and concentration at school.

The majority of students, or 74%, did not perceive a significant negative impact, with 64% stating “Disagree” and 10% stating “Strongly Disagree” with the statement that delayed sleep due to playing online games can reduce energy and concentration at school.

Meanwhile, 24% of students responded “Neutral” or were uncertain about its impact, while only a small number, or 2%, stated “Agree.” None of the students stated “Strongly Agree.” It should be noted that these survey results reflect students’ subjective views and do not provide objective information about the actual impact of playing online games on their sleep, energy, and concentration at school.

Table 9. Disrupting Students’ Social Communication Skills in Real Life

Alternative Answers	Frequency	Percentage
Strongly Disagree	5	10%
Disagree	6	12%
Neutral	34	68%
Agree	5	10%
Strongly Agree	0	0%

Based on the questionnaire results in Table 9, the findings show variations in students’ views regarding the impact of online games on their social communication skills in real life. Some students perceived the impact as negative, with 10% stating “Agree,” while others felt that there was no significant impact, with 68% responding “Neutral.”

None of the students stated “Strongly Agree,” while a small number of students, or 12%, stated “Disagree.” It should be noted that these survey results reflect students’ subjective perceptions and do not provide objective information about the actual impact of online games on their social communication skills.

Table 10. Lack of Motivation to Pursue Academic Achievement

Alternative Answers	Frequency	Percentage
Strongly Disagree	8	16%
Disagree	30	60%
Neutral	8	16%
Agree	3	6%
Strongly Agree	1	2%

Based on the questionnaire results in Table 10, the findings reflect students' views on the impact of online games on their motivation to achieve academic success. The survey results show variations in students' opinions. Most students, around 60%, stated "Disagree" with the statement that playing online games reduces their motivation to achieve academic success. They felt that online games did not have a negative impact on their academic motivation.

A total of 16% of students stated "Strongly Disagree," indicating their belief that online games do not affect their academic motivation at all. Meanwhile, another 16% responded "Neutral," meaning that they did not have a strong opinion regarding the impact of online games on their academic motivation.

A minority of students, around 6%, stated "Agree" that playing online games can affect their academic motivation. Only one student, or 2%, stated "Strongly Agree" with this statement. These findings indicate that the majority of students do not perceive online games as having a negative impact on their academic motivation. Although there are variations in students' views, the survey results reflect students' subjective perspectives and do not provide objective information about the actual impact on academic motivation.

Based on the research findings above, it can be concluded that online games have two types of impacts on students, namely positive and negative impacts. The positive impacts can support the learning process, while the negative impacts can disrupt the learning process.

Discussion

Based on the research findings conducted at Islamic senior high schools (MAN) in Pasaman Barat, it can be understood that the online game Mobile Legends has a significant impact on students' academic achievement. The frequency and percentage calculations show that 72% of students experienced the impact of playing Mobile Legends in their learning lives. This figure indicates that the intensity of game use is relatively high and has the potential to influence students' learning patterns, time management, and concentration in following the learning process at school. Mobile Legends, as a competitive and addictive online game, tends to attract students' attention, thereby reducing study time and lowering their focus on academic tasks.

Furthermore, the questionnaire results distributed to students show that the decline in academic achievement reached 63%. This decline can be associated with excessive gaming habits, which cause students to experience physical and mental fatigue, lack of time to review lessons, and decreased learning motivation. Students who play Mobile Legends too often tend to neglect academic obligations, such as completing

homework and preparing for examinations. This indirectly affects their learning outcomes, both in terms of academic grades and active participation in the classroom.

In an effort to minimize the negative impacts of Mobile Legends, schools need to take strategic steps, one of which is optimizing extracurricular activities and providing directed homework assignments. Extracurricular activities can serve as a positive alternative to divert students' attention from excessive smartphone use. In addition, stricter supervision of smartphone use in the school environment is also necessary so that students do not access games during learning hours. The role of teachers and school authorities is very important in providing guidance, control, and education regarding the wise and responsible use of technology.

However, it is important to maintain balance in implementing such policies. Extracurricular activities such as KSR, Scouts, OSIM, Drumband, and Nasyid have many benefits in developing students' character, social skills, and discipline. However, if not properly managed, these activities may cause fatigue, especially for students who have to return home quite late. Therefore, proportional scheduling is needed so that students still have sufficient time to rest and study at home.

With a balanced approach between supervision of smartphone use, strengthening positive activities, and effective time management, Islamic senior high schools (MAN) in Pasaman Barat are expected to help students manage their time better. This effort can maintain students' focus in learning, increase their learning motivation, and encourage them to achieve more optimal academic performance without neglecting the development of their interests and talents outside the classroom.

Conclusion

Based on the main findings of the study, it can be concluded that online games have become part of the dynamics of Muslim students' learning lives. Online games are not only present as entertainment media, but also influence learning patterns, time management, social interaction, discipline, and students' responsibility toward both academic and religious obligations. Some students are able to position online games as entertainment after studying, while others have difficulty controlling their playing duration, resulting in delays in completing assignments, reduced learning concentration, decreased time discipline, and disruption of worship activities. These findings indicate that online games are an ambivalent digital phenomenon: they can have positive value when used proportionally, but can become problematic when not accompanied by self-control, family supervision, and educational guidance.

The academic contribution of this study lies in its effort to expand the discussion of online games beyond issues of academic achievement or learning motivation toward a more contextual study from the perspective of Muslim students. This research provides an understanding that the learning lives of Muslim students are not only related to academic achievement, but also connected to religious values, worship discipline, moral conduct, responsibility, and self-control. Through a qualitative approach, this study is able to explore students' experiences, meanings, and strategies in negotiating online gaming activities with learning obligations and Islamic values. Therefore, this research can contribute to the development of Islamic education, particularly in building digital literacy, strengthening character, and developing student guidance strategies in the technological era.

However, this study has several limitations. These limitations include the scope of the research, which is still limited to certain informants, so the findings cannot yet be generalized to all Muslim students in various regions and educational levels. In addition, this study emphasizes the subjective experiences of students, teachers, and parents, and therefore has not quantitatively measured the relationship between the intensity of online gaming and academic achievement, worship discipline, or changes in student behavior. Another limitation is that the dynamics of online games continue to change along with technological developments, types of games, digital community features, and students' patterns of social media use.

Based on these limitations, future research can be directed toward studies with a broader range of informants, including elementary schools, madrasahs, junior high schools/Islamic junior high schools, and senior high schools/Islamic senior high schools. Future studies may also use a mixed-methods approach in order to combine the depth of qualitative data with quantitative measurements of playing duration, learning motivation, academic achievement, worship discipline, and students' self-control. In addition, further research can develop a mentoring model based on Islamic education, digital literacy, and family involvement to help Muslim students use online games wisely. Thus, studies on online games should not stop at identifying impacts, but should also produce educational solutions that are more applicable, contextual, and relevant to students' lives in the digital era.

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