ABSTRAK

Siswa sering kali dihadapkan pada tuntutan akademis dan hambatan pembelajaran yang dapat mengganggu stabilitas emosional mereka. Regulasi emosi menjadi kapasitas krusial yang dibutuhkan siswa untuk mengelola emosi negatif seperti cemas, sedih, dan marah demi mencapai keberhasilan belajar. Di era digital, kemudahan akses teknologi memicu kecenderungan bermain game online secara kompulsif hingga mengarah pada adiksi. Penelitian ini bertujuan untuk menguji secara empiris hubungan antara kecanduan game online dengan regulasi emosi pada siswa sekolah menengah atas. Subjek penelitian berjumlah 98 siswa berusia 16–18 tahun yang dipilih menggunakan teknik simple random sampling. Pengumpulan data dilakukan melalui Skala Regulasi Emosi yang dimodifikasi dari Emotion Regulation Questionnaire (ERQ) dengan nilai reliabilitas σ= 0,805 serta Skala Kecanduan Game Online dengan nilai reliabilitas σ = 0,927. Analisis data menggunakan korelasi Pearson Product Moment dengan bantuan perangkat lunak JAMOVI 2.3.28.0. Hasil pengujian hipotesis menunjukkan nilai korelasi sebesar r = 0,462 dengan taraf signifikansi p = 1,000 (p > 0,05), sehingga hipotesis yang menyatakan adanya hubungan negatif antara kecanduan game online dengan regulasi emosi pada siswa ditolak.

Kata Kunci: Kecanduan game online, regulasi emosi, siswa.

ABSTRACT

Students are frequently confronted with academic demands and learning obstacles that can disrupt their emotional stability. Emotional regulation is a crucial capacity required by students to manage negative emotions such as anxiety, sadness, and anger to achieve academic success. In the digital era, easy access to technology triggers the tendency to play online games compulsively, leading to addiction. This study aims to empirically examine the relationship between online game addiction and emotional regulation among senior high school students. The subjects of this study were 98 students aged 16–18 years selected using a simple random sampling technique. Data collection was carried out using the Emotion Regulation Scale adapted from the Emotion Regulation Questionnaire (ERQ) with a reliability value of $\sigma = 0.805$ and the Online Game Addiction Scale with a reliability value of $\sigma = 0.927$. Data analysis was performed using Pearson's Product Moment correlation assisted by JAMOVI 2.3.28.0 software. The hypothesis testing results showed a correlation coefficient $r = 0.462$ with a significance level of $p = 1.000$ ($p > 0.05$), thereby rejecting the hypothesis stating a negative relationship between online game addiction and emotional regulation in students.

Keywords: Emotional regulation, online game addiction, students.