

INTISARI

Latar Belakang: *Internet Gaming Disorder (IGD)* merupakan fenomena yang semakin meningkat dan dapat menimbulkan berbagai dampak negatif, khususnya pada fungsi kognitif, seperti gangguan atensi, kecemasan, dan depresi. Kondisi ini banyak ditemukan pada anak dan remaja, terutama usia sekolah dasar. Seiring dengan meningkatnya prevalensi tersebut, IGD telah resmi dimasukkan sebagai salah satu gangguan dalam *Diagnostic and Statistical Manual of Mental Disorders* edisi kelima (DSM-5).

Tujuan: Penelitian ini bertujuan untuk mengetahui hubungan antara *Internet Gaming Disorder* dengan gangguan atensi pada siswa sekolah dasar di Donokerto, Turi, Yogyakarta.

Metode: Penelitian ini menggunakan desain observasional analitik dengan pendekatan *cross sectional*. Sampel dipilih menggunakan teknik *cluster random sampling* sesuai kriteria inklusi dan eksklusi yang telah ditetapkan. Instrumen penelitian yang digunakan adalah *The 7-items Gaming Addiction Scale (GAS-7)* untuk mengukur tingkat *Internet Gaming Disorder* dan *Stroop Test* untuk menilai gangguan atensi.

Hasil: Hasil penelitian menunjukkan bahwa sebanyak 95,8% siswa mengalami *Internet Gaming Disorder*, dengan mayoritas responden bermain *game* bergenre *MOBA* dan durasi bermain lebih dari 3 jam per hari (96,9%). Selain itu, sebanyak 77,1% siswa teridentifikasi mengalami gangguan atensi. Uji statistik menunjukkan adanya hubungan yang bermakna antara tingkat *Internet Gaming Disorder* dan gangguan atensi ($p < 0,05$), semakin besar risiko terjadinya gangguan atensi pada anak.

Kesimpulan: Terdapat hubungan yang signifikan antara *Internet Gaming Disorder* dan gangguan atensi pada siswa sekolah dasar di Donokerto, Turi, Yogyakarta. Semakin tinggi tingkat *Internet Gaming Disorder*, semakin besar kemungkinan terjadinya gangguan atensi pada anak usia sekolah dasar.

Kata kunci: *Internet Gaming Disorder*, Atensi, Anak, *Stroop Test*, Sekolah Dasar

ABSTRACT

Background: Internet Gaming Disorder (IGD) is an increasingly prevalent phenomenon that can lead to various negative effects, particularly on cognitive functions such as attention disorders, anxiety, and depression. This condition is commonly found among children and adolescents, especially those of elementary school age. Along with its growing prevalence, IGD has been officially included as a disorder in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5).

Objective: This study aimed to examine the relationship between Internet Gaming Disorder and attention disorders among elementary school students in Donokerto, Turi, Yogyakarta.

Methods: This study employed an analytical observational design with a cross-sectional approach. Samples were selected using cluster random sampling based on predetermined inclusion and exclusion criteria. The research instruments used were the *7-item Gaming Addiction Scale* (GAS-7) to assess the level of Internet Gaming Disorder and the *Stroop Test* to evaluate attention disorders.

Results: The results showed that 95.8% of students experienced Internet Gaming Disorder, with the majority playing MOBA genre games for more than 3 hours per day (96.9%). In addition, 77.1% of the students were identified as having attention disorders. Statistical analysis revealed a significant relationship between the level of Internet Gaming Disorder and attention disorders ($p < 0.05$), indicating that higher levels of gaming addiction are associated with an increased risk of attention disorders in children.

Conclusion: There is a significant association between Internet Gaming Disorder and attention disorders among elementary school students in Donokerto, Turi, Yogyakarta. Higher levels of Internet Gaming Disorder are associated with a greater likelihood of attention disorders in elementary school children.

Keywords: Internet Gaming Disorder, attention, children, Stroop Test, elementary school