



THE RELATIONSHIP BETWEEN STUDENT DISCIPLINE AND MOBILE LEGENDS ADDICTION

Bintang Indriyana Bahrian

bintangindriyanab@gmail.com

Nurul Jadid University, East Java, Indonesia

Abstract:

This study discusses the relationship between Mobile Legends game addiction and the level of student discipline at the Nahdlatul Ulama Sidomukti Kraksaan Islamic Senior High School. The phenomenon of increasing intensity of online game playing among students has led to behavioral changes, especially in terms of responsibility and discipline in learning. The purpose of this study is to determine the effect of game addiction on study time, completion of school assignments, and student disciplinary behavior in the madrasah environment. The research method used is a qualitative approach with a case study type, through interviews, observations, and documentation of teachers, students, and school officials. The results of the study indicate that Mobile Legends addiction has a negative impact on student discipline, such as late attendance, decreased learning motivation, and violations of school rules. However, with appropriate coaching strategies through teacher role models, habituation of responsibility, positive activities, and cooperation between schools and families, these impacts can be minimized. This study emphasizes the importance of digital supervision and character education so that students are able to balance entertainment and learning responsibilities in the technological era..

Keywords: *Student Discipline, Game Addiction, Mobile Legends*

INTRODUCTION

Advances in digital technology have brought about significant changes in social behavior, including among students (Safuan et al., 2024). One of the most prominent forms of progress is the rise of online games, such as Mobile Legends. These games are not only entertainment but also part of the lifestyle of today's youth. This phenomenon is crucial to study because the high interest in gaming among students impacts their learning patterns and discipline. Many students are more interested in spending time playing than studying, which ultimately impacts academic performance and responsibility. Therefore, research into the relationship between Mobile Legends addiction and student discipline is crucial to understand how digital habits can influence learning behavior and the disciplinary values that should be firmly ingrained in students. (Aswin Umar et al. 2024)

Public observations indicate that many students experience a decline in discipline due to addiction to playing Mobile Legends (Kumala & Nadya, 2024). Some students are frequently late to school, forget to do assignments, and even lose concentration during class. This addiction is caused by high-intensity gaming, especially at night, and the drive to win or maintain a high ranking. As

a result, sleep patterns are disrupted, motivation to learn decreases, and discipline at school is affected. This situation is a concern for teachers and parents because it is difficult to control students' gaming habits. Possible solutions include providing digital education, raising students' awareness of the importance of time management, and strengthening collaboration between schools and families in monitoring device use so that students can balance entertainment and learning responsibilities (Rofiki & Badriyati, 2025).

Various previous studies have discussed the negative impact of gaming addiction on adolescent behavior and academic achievement. For example, studies conducted by several researchers have shown that online gaming addiction can reduce learning motivation, disrupt rest time, and lead to aggressive or undisciplined behavior (Putri et al., 2024). However, most of this research has focused solely on psychological aspects and academic achievement and has not specifically linked Mobile Legends addiction to student discipline in the school environment. Furthermore, there is limited research highlighting how effective strategies can be implemented to mitigate the impact of gaming addiction on discipline. Therefore, this research has novelty value because it highlights the direct relationship between two important aspects: Mobile Legends addiction and student discipline, and offers concrete strategies for improving disciplined behavior in the digital age. (Buulolo et al. 2024)

This research is crucial, considering that discipline is a key pillar in student character development. Amid rapid technological advancements, disciplinary values tend to be neglected because students are more easily influenced by the instant gratification of digital games. If this phenomenon is allowed to continue, it will not only threaten academic achievement but also students' sense of responsibility and morality as the nation's future generation. This research aims to gain a deeper understanding of how Mobile Legends addiction affects student discipline and provide concrete steps to address it. The results are also expected to serve as a reference for teachers, parents, and educational institutions in designing development strategies that balance technology use and instilling disciplinary values. (Mailani, Septriyeni, and Zulhaini 2021)

The main objective of this research is to examine the relationship between Mobile Legends addiction and student discipline levels in schools. More specifically, this study aims to answer the following questions: (1) How does Mobile Legends addiction affect students' study time and completion of schoolwork? (2) How is student discipline in terms of attendance and behavior at school affected by gaming habits? (3) What strategies can be implemented to overcome game addiction and improve student discipline? Through this study, it is hoped that a more comprehensive picture of the impact of online game use on student behavior will be obtained, so that schools can design more effective policies to restore discipline in learning among students.

Argumentatively, this study assumes that Mobile Legends addiction has a negative correlation with student discipline. The higher the level of game addiction, the lower the discipline in terms of attendance, adherence to rules, and academic responsibility. However, this does not mean that the game should be eliminated..

RESEARCH METHODS

This study employed a qualitative approach with a case study approach. The researcher conducted interviews with the principal, vice principal for

student affairs, teachers, and students as informants. In addition, the researcher conducted direct observations at Madrasah Aliyah Nahdlotul Ulama Sidomukti Kraksaan to understand how Mobile Legends game addiction affects study time, completion of school assignments, and student discipline within the school environment. A qualitative approach was chosen because it provides a deeper understanding of student behavior, as well as the social and psychological factors that influence their discipline. In line with Syahrizal and Jailani's perspective, this approach allows the researcher to explore the context in greater detail and discover patterns of relationships between game addiction and student learning habits. Thus, the research results are expected to provide a comprehensive picture of the impact of game addiction on student learning behavior and discipline at school. (Safrudin et al. 2023)

As explained by Miles and Huberman, data analysis in qualitative research is conducted through three stages: data reduction, data presentation, and conclusion drawing. (Spradley and Huberman 2024) Data reduction is carried out by selecting and focusing on important information from interviews, observations, and documentation related to Mobile Legends addiction, discipline, and teacher strategies for overcoming it. Next, the reduced data is presented in narrative form to facilitate interpretation of the research results. The final stage is conclusion drawing and verification, which involves interpreting the findings based on field facts to understand the causal relationship between gaming habits and student discipline levels. Through this technique, researchers can assess how teacher strategies, the school's role, and student awareness contribute to controlling game addiction and fostering discipline within the school environment.

RESULTS AND DISCUSSION

The Impact of Mobile Legends Addiction on Study Time and Schoolwork

The phenomenon of Mobile Legends addiction among students at MANU Sidomukti Kraksaan has become a topic of considerable interest. Based on observations and interviews with several students, it was discovered that this game has become part of their daily routine. Most students admitted to playing after school until late at night.

Initially, the game was intended solely for entertainment, but it gradually became a difficult habit to control. Observations in class revealed that students who actively play games tend to be less focused on their lessons, often feel sleepy, and easily lose concentration. This indicates that much of their study time at home is consumed by gaming, resulting in rushed or even piled-up schoolwork.

Mobile Legends addiction also impacts how students manage their study time. Some students admitted to having difficulty prioritizing academic activities over gaming. They often procrastinate on schoolwork, claiming they want to finish one more game. An interview with a subject teacher revealed that students who play games excessively tend to submit assignments late or simply copy their classmates' work.

This aligns with B.F. Skinner's theory of learning behavior, which states that repeating a pleasurable action can strengthen that habit. (Sulaeman 2023) In this context, the enjoyment of gaming fosters repetitive behavior patterns that divert students' attention from their academic responsibilities.

Furthermore, high-intensity gaming also impacts students' sleep

patterns. Some students habitually play until late at night, even past eleven o'clock. As a result, they arrive at school feeling sleepy and having difficulty concentrating. The homeroom teacher mentioned that some students who frequently play Mobile Legends experience a decline in class engagement. They become quieter, ask fewer questions, and don't participate in discussions. This condition indicates a decline in learning motivation due to gaming addiction.

Based on McClelland's learning motivation theory, one cause of low learning motivation is when students find other sources of enjoyment outside of academic activities. (Ridha 2020) In this case, Mobile Legends acts as a source of instant gratification that replaces the enthusiasm for learning.

However, not all students experience the same negative impact. A small number of students are still able to balance their time between studying and playing. They admit to playing games only as entertainment after completing assignments. Students with good time management tend not to experience a significant impact on their academic performance.

These findings indicate that the impact of gaming addiction depends largely on an individual's ability to self-control. Therefore, discipline and self-awareness are key determinants of whether gaming habits disrupt students' learning activities at MANU Sidomukti Kraksaan.

In addition to affecting study time and assignment completion, Mobile Legends addiction also impacts students' social and emotional interactions within the school environment. Several teachers noted that students who are overly focused on gaming tend to withdraw from social activities, such as group discussions, extracurricular activities, or school organizations. They prefer to talk about game strategies rather than discussing lessons or class activities. This indicates a shift in interest orientation from academic to recreational.

Another identified impact is the emergence of excessively competitive behavior. Students who actively play often carry the gaming atmosphere into real life, for example, teasing each other when they lose or showing excessive pride when they win. If left unchecked, this can trigger minor conflicts between friends and reduce the sense of community within the school environment.

Furthermore, guidance and counseling teachers also revealed that some students have difficulty regulating their emotions when their parents do not allow them to play. They become irritable, have difficulty concentrating on their studies, and are reluctant to interact. This condition contributes to a psychological dependence on the game.

Thus, it can be concluded that Mobile Legends addiction not only impacts academic aspects such as study time and schoolwork, but also social, emotional, and behavioral aspects of students. Therefore, schools and parents need to pay attention to providing more intensive guidance and supervision so that students can balance entertainment and learning responsibilities.

Student Discipline in Attendance and Behavior at School.

Discipline is a crucial aspect of education, especially in madrasah (Islamic boarding schools) that instill religious values and responsibility. Observations revealed that student discipline at MANU Sidomukti Kraksaan varied considerably. Most students attended school on time, but some were frequently late. Further investigation revealed that this lateness was often related to the habit of playing Mobile Legends until late at night.

Teachers reported that students who frequently played games experienced high levels of fatigue in the morning, making it difficult to wake up on time. This

suggests that gaming addiction impacts not only academic performance but also school attendance.

Beyond attendance, student behavior in class is also an important indicator of discipline. Researchers observed that students addicted to Mobile Legends tended to exhibit disruptive behavior, such as talking during teacher explanations, using their phones during class, or not paying attention to the material.

This finding was reinforced by a teacher's statement that students with gaming habits were more difficult to manage and required a special approach to maintain focus. Albert Bandura's theory of behavior formation explains that a person's behavior is heavily influenced by their environment and repeated habits. In this case, the uncontrolled habit of playing games spills over into school behavior, making it difficult for students to follow rules.

However, not all impacts are negative. Some students demonstrate a high level of responsibility despite their gaming addiction. They still arrive on time, submit assignments, and respect teachers. Interviews revealed a commitment to not letting their hobbies interfere with their responsibilities. This attitude generally emerges from students who have good self-control and receive positive support from their families.

According to positive discipline theory, discipline cannot be forced but is built through habituation and self-awareness. When students are given the space to understand the consequences of their actions, they learn to take responsibility for their own choices. (Yuyun Ernawati Samad et al. 2025)

Student discipline at MANU Sidomukti is also reflected in extracurricular activities, such as community service, morning assembly, and religious activities. Students with good study habits are typically more active in these activities, while those addicted to gaming often appear less enthusiastic.

This reinforces the finding that discipline is closely related to daily lifestyle patterns. Teachers believe that students who manage their time between play and study typically have more stable characters. Therefore, discipline at school is not just about attendance or adherence to rules, but also how students manage personal responsibility amidst the freedom they have.

Beyond attendance and behavior in class, student discipline can also be seen in adherence to school rules. Based on researchers' observations, some students addicted to Mobile Legends tend to violate simple rules more frequently, such as not wearing full attire, forgetting to bring study supplies, or using their phones outside of break times. Student affairs teachers explained that these violations are often linked to a lack of responsibility and attention resulting from staying up late playing games. This situation demonstrates that disciplined behavior depends not only on individual intentions but also on habits formed outside the school environment.

In terms of development, the madrasah has strived to instill the value of discipline through a violation point system and rewards for students who excel or demonstrate positive behavioral changes. For example, students who consistently arrive on time and behave politely are awarded during ceremonies. This strategy aligns with the behaviorist theory proposed by B.F. Skinner, which states that behavior can be shaped through positive and negative reinforcement. When students receive appreciation for their discipline, they are more likely to maintain that behavior.

However, teachers also recognize that punishment alone is not always effective in fostering sustainable discipline. A more humanistic approach, such

as dialogue and personal guidance, is needed so that students understand the reasons behind existing rules. This approach is also implemented by guidance and counseling teachers, who identify the causes of undisciplined behavior through individual counseling. Interviews revealed that most students are aware of their mistakes but struggle to control themselves due to their addiction to games that provide quick gratification. (Adiningtiyas 2017)

In addition to the role of teachers, family support is also a crucial factor in fostering discipline. Students who have parents who are firm but still provide emotional support tend to be more disciplined in carrying out their responsibilities. Conversely, students who receive less parental supervision are more easily swayed by social influences and struggle to maintain a learning routine. Therefore, communication between the school and family is key to helping students develop a sense of discipline, especially for those experiencing gaming addiction.

Therefore, student discipline at MANU Sidomukti Kraksaan is determined not only by school policies but also by internal factors such as self-awareness and emotional control, as well as external factors such as family and social support. Consistent positive habits, role models from teachers, and a conducive learning environment can be effective strategies for strengthening students' discipline amidst today's digital challenges.

Strategies for Overcoming Gaming Addiction and Improving Discipline

Based on interviews with teachers and students, several strategies are being implemented to overcome gaming addiction and foster discipline among students. Teachers at MANU Sidomukti Kraksaan strive to instill awareness of the importance of time management through a persuasive approach. They don't outright ban students from playing games, but instead emphasize that study time should be a top priority. One strategy implemented is instilling responsibility through group assignments and learning projects.

This way, students are trained to work together, respect time, and complete assignments on time. According to Kolb's experiential learning theory, hands-on experience can be an effective learning tool, so active involvement in projects helps students understand the value of discipline in a concrete way. In addition to learning activities, teacher role models are also an important strategy in fostering student discipline. (Ariani 2018)

Teachers at MANU Sidomukti are known for their strong commitment to time and responsibility. They arrive on time, prepare lessons well, and consistently adhere to rules. This role model has a positive influence on students because, according to Bandura's social learning theory, students learn by imitating the behavior of the adults around them. Disciplined and responsible teachers serve as role models for students to follow. One student even remarked, "Our teacher arrives early, so we're embarrassed if we're late." This shows that role-modeling is more effective than mere reprimands or punishment. (Tullah and Amiruddin 2020)

In addition to role modeling, another strategy implemented by schools is creating positive activities as alternatives to gaming. Schools provide space for students to pursue their interests through extracurricular activities, such as scouting, sports, arts, and religious activities. Through these activities, students can channel their energy and time in more beneficial ways. (Noviani, Rusdan, and Habib 2025)

Several students admitted that after participating in extracurricular activities, they played games less often because they felt their time was occupied. This strategy aligns with the principle of behavioral redirection in educational psychology, which states that negative behavior can be reduced if replaced with positive activities that provide similar emotional satisfaction. Teachers' efforts include providing regular motivation and building good communication with students. Teachers strive to create close relationships so that students don't feel overly supervised, but rather supported. Interviews revealed that a gentle approach is more effective in fostering a sense of discipline than punishment.

This is evident in the behavioral changes of several students who have begun to regulate their playtime after receiving guidance from teachers. Furthermore, teachers collaborate with parents to monitor children's habits at home, particularly regarding the duration of cell phone use. Collaboration between schools and families is key to ensuring sustainable discipline development.

The overall research findings suggest that Mobile Legends addiction does impact students' study time and discipline, but this impact can be minimized through habituation, role modeling, and school support. Students with high self-awareness and self-control are able to balance the need for entertainment with the responsibility of learning. With appropriate strategies, such as teacher guidance, positive activities, and good communication between schools and families, student discipline at MANU Sidomukti Kraksaan can be continuously improved. The results of this study demonstrate that character development

CONCLUSION

Based on research conducted at MANU Sidomukti Kraksaan, it can be concluded that addiction to the Mobile Legends game has a significant impact on student discipline. Initially, this game was simply for entertainment, but has developed into a habit that disrupts students' study time, sleep patterns, and concentration at school. Many students prefer to play games until late at night, resulting in late arrivals, forgetting assignments, and lack of focus during the learning process. This situation indicates that the higher the level of game addiction, the lower the level of discipline in terms of attendance, adherence to rules, and academic responsibility.

However, not all students experience the same negative impacts. Some students with good self-control are still able to balance their time between studying and playing. This confirms that discipline is not only determined by the environment, but also by personal awareness and responsibility. The role of teachers, schools, and families is crucial in developing and maintaining student discipline. Teachers at MANU Sidomukti Kraksaan implement various strategies such as role modeling, fostering responsibility through group projects, and persuasive approaches to help students manage their time. Meanwhile, schools offer positive activities such as extracurricular activities, religious studies, and sports as beneficial alternatives to reduce gaming time.

Furthermore, guidance and counseling also plays a significant role in helping students overcome gaming addiction. Guidance and counseling teachers provide guidance and reflection so students are aware of the negative impacts of excessive gaming. Family support is also essential to monitor device use at home and instill discipline from an early age. Madrasahs also reinforce religious

activities such as congregational prayer and Quran recitation to instill spiritual values that encourage self-control and responsibility.

Overall, this study confirms that Mobile Legends addiction does impact student discipline, but this impact can be minimized through consistent character development, teacher role models, family support, and positive school activities. Discipline cannot be imposed through punishment, but rather fostered through self-awareness, ongoing guidance, and a supportive environment. With synergy between schools, teachers, and parents, students can enjoy technology wisely without sacrificing their discipline and academic responsibility..

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