

The Addictive Game in Child with ADHD

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Abstract: Games are a constantly evolving technology and very attractive to many people. The high use of games will continue by increased quality of technology, especially smartphones. Addictive game is the impact of the use of games that are not controlled. Everyone has the possibility to addictive games, including children with special needs. ADHD are very attached to his favorite object. Addictive can easily appear on ADHD. This study aims to determine the addictive characteristics of games on ADHD, the impact, and treatment by people around the child. This study uses a qualitative research design with a single case study type. Qualitative with this type of single case study conducted because of the uniqueness of the things to be studied and will be examined more deeply. Research subjects are children with ADHD, 7 years old who are addictive to games. Data collection was carried out through three techniques, interviews, observation, and documentation. The results showed that children with ADHD are more vulnerable to addictive games and have a big risk than children in general. This can be seen in the characteristics and addictive effects of games on ADHD.

Keywords: Addictive, Game, Smartphone, ADHD, Behavior

Games are a constantly evolving technology and very attractive to many people. Nowadays, children prefer to play smartphone games. Children will play game secretly behind parents if it is forbidden, according to Henry's research (2010) games are inseparable from children's daily lives. The number of gamers is increasing because the game triggers adrenaline and gives a sensation when played. Children will be increasingly challenged to face the difficulties of the next levels. The number of addiction game users will continue to grow accompanied by an increase in the quality of technology, especially smartphones, and the expansion of the internet network so that it is easier to download games and use games that are many downloaded by users. A smartphone or cellular phone is a communication device that can be carried anywhere and used at any time because of its small size and does not need to be connected to a wired network when access the internet. The smartphone has a function as a personal digital assistant. Electronic devices are small and can be carried everywhere (Wikipedia, 2019). Games inside a smartphone also make it easier for users to use games freely wherever and whenever, but the

simplicity needs to be questioned. If the game can be accessed everywhere and used at any time will increase the potential number of users who have an addiction to the game.

Addictive is something that is addictive and cause dependence on the users (KBBI). The game can be said to be opium and makes people want to always play it because it triggers adrenaline. Game addictive is addictive caused by technology. The birth of new games and sophisticated smartphones that support game development will increase the number of people who are addicted to the game. The game has a good impact, if the use is within normal limits and according to the ESRB reference, which is a rating system for game software (Henry, 2010). Excessive use of the game has a harmful impact. Addictive game is the impact of the use of games that are not controlled. According to Kuss and Griffiths in Beranuy, et al. (2013), addictive is a form of attitude that feels bound to an object, and affects cognitive, social emotions, behavior, and real life. Some of the effects caused by the addictive game are the emergence of psychiatric problems and stress. On April 20, 1999, high school students in America named Eric Harris and Dylan

Klebold killed 13 people and committed suicide. These students are fans of the 3D video game Wolfenstein Doom (Henry, 2010). Addictive cases to the game also appear in children aged 5 years in Indonesia. Children are hospitalized in mental hospitals because they have an addiction to smartphones (Abdussalam, 2019). Jabar Director of Hospital, Dr. Elly Marliyani, said that currently addictive smartphones can make children become ODMK (orang dengan gangguan kejiwaan/ people with mental problems)

According to several sources including online articles and research that has been done, said that ADHD has a bigger risk of gaming addiction. According to news on CBC News in April 2013, people with ADHD and asperger are very vulnerable to addictive gaming (Dwiputra, 2018). Other articles also convey that children who often play games show symptoms of ADHD (Asrianti, 2018). Dr. Perry Renshaw, a psychiatrist from the University of Utah researching addictive games for 15 years, found that addictive games can occur more in children with ADHD disabilities. In addition, according to research from the University of Southern California that excessive adolescents use technology, twice the risk of showing symptoms of ADHD (Ra, 2018). ADHD is a developmental and neurological barrier that is characterized by difficulty in self-control, difficulty in attention or focus, hyperactivity, and impulsivity which causes difficulty behaving, thinking and controlling emotions, which impedes daily life (Mangunsong, 2011). Based on several previous articles, explained that ADHD has a bigger risk for addictive gaming, and children who often play games will show symptoms of ADHD.

Previous research states that games can influence adolescent aggressive behavior (Amanda, 2016). The study is in line with the following research, "The Effect of Online Games on Behavior Change in Children of Samboja 1 Junior High School" showed that there was an effect of playing games on changes in student behavior. Changes in behavior occur in children in general, as well as children with special needs. ADHD is a child with special obstacles who have characteristics that are always changing, impulsive and unpredictable. Currently there are many cases caused by addictive game. The need for further studies on the risk of addictive games on ADHD, in order to take

precautions and be able to intervene earlier when addictive symptoms arise, and can provide control of the use of games on children with special needs.

METHOD

This research uses a qualitative method with a case study approach. According Sukmadinata (2005), qualitative research is research that is used to analyze phenomena, events, social activities, attitudes. This type of qualitative research is very suitable for analyzing this research. This type of research used in research is a case study. According to Bungin (2005), some of the strengths of case studies are that they provide information about variables and processes that require broader explanation and understanding, provide insight into the basic concepts of human behavior, and present data or findings to build greater and deeper research. The presence of researchers in this study is as an instrument or research tool. According to Sugiyono (2018), data collection is carried out through various places or circumstances, from several sources, and ways, and natural settings. Data collection techniques are by interview, observation, and documentation. Checking the validity of the data from the three data collection techniques used by researchers is triangulate data.

Data analysis was carried out before going data collection, during data collection, and after data collection. After the interview, the researcher analyzes the answers of the interviewees. If the answers are not satisfactory, the researcher will conduct an interview again, to a certain extent, to obtain data that is considered credible. Qualitative data analysis is carried out continuously until it is complete, so that the data is already saturated. (Miles & Huberman, 1984). Data analysis was performed using three techniques, data reduction, data presentation, and drawing conclusions and data verification. Data reduction is summarizing, choosing main points, focusing on important things, grouped by themes and answer patterns. The next step after data reduction is data presentation. Presentation of data in qualitative research is in the form of a brief description and charts. The conclusion in qualitative research is as a new finding that has never before existed. Findings in the form of descriptions or pictures of objects that were

previously still dim after being investigated again become clearer (Sugiyono, 2018).

Explanation of the stages of research clearly, the first is the stage of research preparation that is preparing things that are needed when research, research design, insights on the study of theories related to research so that researchers understand the basic problems. Second is data collection with the three techniques, interviews, observation, and documentation. After that it is processed by data reduction and data triangulation. Data reduction is summarizing, choosing things that often appear in research and grouped according to the focus of the answers. After the reduction is done, the next is the presentation of data. The presentations have been grouped and categorized according to aspects that have been found. The third step is drawing conclusions and verifying data. Conclusions with valid and consistent data evidence, the conclusions of the study can be said to be credible.

RESULTS AND DISCUSSION

Results

Addictive characteristics of games in ADHD are grouped into three broad lines, a) Communication and language, b) Behavior, c) Psychological Symptoms. The addictive characteristics of smartphone games on ADHD can be briefly seen in Table 1.

Communication and Language

The first characteristic of communication and language is that children experience delays in verbal communication skills. At the age that children should communicate verbally with others, children can not, and only imitating game sounds. Second is the child always conveys desires and answers instructions in repetitive language. The words that he repeated such as going to eat want to eat want to eat, pee pee pee, anything anything anything, no no no, stop stop stop, and so forth. Third is the child imitates words, sounds, notes and rhythm in the game almost every time. Children talk as if they are playing games, such as "attack, move forward, destroy". The child always murmurs sounds he hears in games, like ju ju ju ju, em em em em, and other

unclear sounds.

Table 1. Addictive Characteristics of Smartphone Games on ADHD

No	Aspect	Characteristics
1	Communication and Language	Having delayed verbal communication skills Conveying desires and answering instructions or questions in a language that is repeated The child imitates words, sounds, notes and rhythm in the game
2	Behavior	Imitate the action in the game There are many ways that children do so they can play the game Focus when playing games
3	Psychological Symptoms	Children's feelings change easily Cannot be controlled to stop playing games Up to tantrums when prohibited from playing games

Table 2. Addictive Impact of Smartphone Games on ADHD

No	Aspect	Impact
1	Attitudes and Behavior	- Indifference and impatience in routine - Self-harming behavior - Conduct behaviors that harm others
2	Academic Ability	- Less learning interest - Concentration is easily distracted when studying - The child's academic ability is delayed

Table 3. Addictive Handling Efforts to Smartphone Games on ADHD

No	Handling Efforts
1	Use of the game is stopped
2	Avoid war-themed shows or attacking things
3	Lower the facilities that support children playing games
4	Encourage children to do fun activities
5	Be firm and consistent
6	Provide the therapy to children
7	Good cooperation from parents, teachers, and people around

Behavior

Behavior that appears in ADHD is addictive game, the first is the child imitate the action in the game. The behavior of imitating movements is done

suddenly, when eating, learning, playing, children suddenly imitating action in games, such as lying down, climbing, hiding behind objects, shooting and others. Sometimes the items around are also used as firing or pistols, such as pens, pencils, and books. Second, children do many ways to be able to play games by looking for smartphones that are hidden, even in places that are difficult to reach, he still finds it. Children steal the opportunity to hold the smartphone of people around and download the game themselves if the desired game is not on the smartphone he is holding. Third is the child focus when playing games. Children with ADHD have the unique characteristics of being inattention, hyperactive and impulsive. Conversely, when a child with ADHD is addictive to the game, the child will focus and concentrate fully on his game until there is absolutely no response when called.

Psychological Symptoms

Here are some psychological symptoms that appear as addictive characteristics of smartphone games in ADHD. The first is that children's feelings are more easily changed. Children with ADHD can easily change their feelings and emotions easily caused by things that are not liked or certain things. When the child is angry, the child will bang on the table, banging hands, with furious noises. Second, the child cannot be controlled to stop playing games. The child is angry, and upset. Third, children are angry to tantrums when they are prohibited from playing games. Some efforts such as prohibiting children from playing games are also done. Addictive child responses to the game will become angry and tantrum. Angry children to slam objects like doors, smartphones. The child is angry, panicked, uncomfortable, and the child can bang himself on the floor.

These characteristics have an impact on children's daily lives. Addictive smartphone games on ADHD can have an impact on two things, a) Impact on attitudes and behavior, b) Impact on academic ability. The addictive impact of smartphone games on ADHD can be briefly seen in Table 2.

Impact on attitudes and behavior

The impact on attitudes and behaviors that arise is indifferent attitude to the routine that he should do when children play games. When children play games, children will ignore eating, bathing, to school. Children will be angry when children play

games, then invited to eat or go to school. The second is to conduct self-harming behavior. Children hurt themselves or self abuse. When prohibited from playing games, the child hurts himself by laying himself on the floor, banging his head, rolling in front of the school paving. Children can also endanger themselves when imitating movements in games, such as climbing, and jumping from high places. Third is the child performs behaviors that endanger others. The child has seen a war-themed game. This affects the attitude of children, children will be more courageous. When a child is beaten and pushed by his brother, the child responds to push and hit. Then he easily gets emotional when tempted, then hits spontaneously. In addition, the imitation behavior done by children is to use items around them used as tools for shooting. This behavior can endanger others, when the child is holding a real weapon.

Impact on academic ability

Children with ADHD barriers that are being addicted to games show three impacts on academic ability, the first is lack of interest in learning. Children prefer playing games rather than learning. Children always run to the teacher's room to play games on the computer, children must be forced so that children want to go to the classroom to learn. The second impact on academic ability is concentration easily distracted when studying. The concentration of the child is very easily distracted by the things around that he uses to demonstrate the game. When entering into learning, children become unfocused. The child makes a "bang bang bang bang bang", pencil is used for toys while saying "re re re re re". The third impact is the child's academic ability is delayed. Learning outcomes in children with the concentration that easily distracted is less, so that academic results are achieved later than when children with ADHD are not addictive to the game.

The surrounding environment has made efforts to deal with addictive games for children, including families and teachers. The results are also supported by the opinions psychologists. There are seven points of handling efforts made in children with ADHD that are addictive to the game. Efforts to deal with addictive smartphone games on ADHD can be briefly seen in Table 3.

First, the use of the game is stopped, even if the child plays the game for only a short time, he

will be reminded of the game and behave imitatively or imitate the behavior and sound that is in the game. In addition, children are not allowed to play games at all because when children are given time to play first, children are increasingly angry and difficult to be invited to the classroom to learn. Second, avoid war-themed shows. Children's behavior is very influential on the theme of the game being played. Children play war-themed games, so children imitate shooting action, and imitate gunshots. Children also attack, push and hit others. Third, reduce the facilities that support children playing games. The internet quota is reduced, or turned off, the wifi speed is lowered, the quality of the smartphone is lowered, so that when children want to play games, children cannot play because of limited facilities. Fourth, encourage children to do fun activities and sports. Children are invited to exercise to take advantage of excessive movement in children, so that children will be easier to be invited to learn or do useful activities. Then, children are better given real games, like biking and jumping rope. Fifth, be firm and consistent so that children know clearly what can and should not be done and the child is more focused when listening. Firmness and alertness to teachers can also reduce the risk of children doing behaviors that endanger themselves or others. Sixth, giving therapy to children in order to change their behavior periodically. Some therapy can be given to children with ADHD who are addicted to games, behavioral therapy to increase concentration. Concentration exercises such as tracing, meronce, inserting beads, and coloring need to be done to increase the concentration of the child so that it is not easily hit. Behavioral therapy to improve obedience so that children obey the instructions given, and consistently children want to do without being given a prompt. This therapy can also be done to reduce the effects of addictive games on children and can control children to stop playing. The next therapy is sensory integration therapy. Sensory integration therapy is used to utilize excessive energy and movement of children. The seventh treatment effort is good cooperation from parents, teachers, and people around. Lack of cooperation will result in inconsistent interventions. The inconsistency of giving interventions to some people will have a big impact on children's behavior. Children will become lazy and at will of their own accord. Good cooperation includes communication

links between parents and teachers so that the handling given to children is consistent and everyone around does not give games to children.

Discussion

Some addictive characteristics of the game in ADHD are grouped in communication and language. First is children experiencing delays in verbal communication skills. The task of developing children aged 0-6 years is learning to speak. Children learn to speak from imitation (Yusuf, 2001). Children hear game sounds more often than talking to people around them, so that children only imitate game sounds, and make children experience delays in verbal communication with others, because what children say is game sounds. The second characteristic is that the child conveys desires and answers instructions or questions in repetitive language such as "eating eating, drinking drinking drinking, pee pee, playing games, no-no, yes yes yes yes, what is nothing". This is consistent with the opinion of Hallahan, Kauffman & Pullen, 2019 in Mangunsong (2011) that one of the identical characteristics in ADHD is perseverative behavior, behavior that tends to repeat activities continuously. The third characteristic is that children imitate words, sounds, notes and rhythm in games. Children always imitate words, sounds and rhythm at any time. Sometimes children mumble with voices that are not clear and have no meaning. This is in accordance with the characteristics of hyperactivity in ADHD, where children always talk excessively and issue language that has no meaning (DSM IV, 1995 in Baihaqi and Sugiarmun, 2006).

Addictive characteristics of the game in ADHD are also seen in the behavioral aspect, the child imitate the action in the game. According to an article on republika.co.id that refers to Dr. Perry Renshaw that the impact if excessive playing games, ADHD symptoms will appear, impulsive and hyperactive, so children with ADHD that are addictive to the game will also experience an increase in hyperactivity and impulsivity. Increased hyperactivity is shown when children imitate action in games, such as shooting, lying down, climbing, and others. According to Santrock, 2002 in Marlina (2015), children with ADHD do a lot of physical activities. In addition, according to Young (2009), addictive makes someone fantasize about games when doing other things. The second behavior is that

children do many ways in order to be able to play the game. According to Griffiths (2008), there are symptoms in someone who is addicted to the game. One of them is to do everything possible to play the game. This is the same as that done by children with ADHD who are addicted to games. The child seeks a hidden smartphone, steals the chance to hold the smartphone, downloads the desired game if it is not on the smartphone he is holding. Third is the child focus when playing games. This is supported by the opinion of Eva (2015), that children with ADHD will focus on the things they like, like playing games.

Psychological symptoms include the addictive characteristic aspects of gaming on ADHD. The first psychological symptom is the child's feelings change easily, seen when the child is more easily angry with things that he does not like, then returns happy when he gets what he wants. This is in accordance with the opinions of Lemmens et al (2009), there are several addictive characteristics to the game, one of which is withdrawal, which is an emotional child, easily moody, and quick to get angry when not playing games. This can be seen when angry, the child is banging on the table, banging hands, making loud noises. Second, the child cannot be controlled to stop playing games. According to Marlina (2015), impulsivity is the ability to control behavior. ADHD children who are addicted to games will find it very difficult to control their behavior to stop playing, because playing games is their desire. Third is the child will be angry to tantrums when prohibited from playing games. Children are angry, panicked, uncomfortable, anxious, and perform behaviors that endanger themselves (self abuse) and others, according to the opinion of Marlina (2015), children with ADHD have impulsivity is children are always impatient if they want something, including games. Angry behavior of children to tantrums when prohibited from playing games is also caused by impulsivity in children.

Addictive smartphone games on ADHD can have an impact on two things, namely a) Impact on attitudes and behavior, b) Impact on academic ability. The impact on attitudes and behaviors that arise is that of indifference to routine. According to the article on alodokter.com, addictive children find it difficult to play other activities that are more useful. Children will be angry when playing games,

invited to eat, take a bath or other routine. Children also experience eating disorders and sleep patterns when the child is playing games. It was also conveyed by Griffiths (2008), that children with addictive games will experience eating disorders and sleep patterns. Second is self-harming behavior. Children with ADHD will do dangerous actions without thinking before (Marlina, 2015). This also happens to children with ADHD who are addicted to games. Children will conduct self-harming behavior or self-abuse, without the child thinking in advance that his actions will endanger himself when children imitate the action in the game, such as climbing, lying down, jumping to and fro, and jumping from a height like cupboards. Third, children perform behaviors that endanger others. According to Marlina (2015), children with ADHD can perform dangerous actions without thinking beforehand such as easily repaying punches and encouragement from others who hit them. In addition, the child always imitate the child's game action, using the surrounding items to be used as gun. This will endanger others, when children hold real weapons. This is also caused by controlling disrupted behavior, so that it can harm yourself or others (Van Rooij, 2011 in West & Hardy, 2006)

Children with ADHD addictive game barriers also show three impacts on academic ability. First, lack of interest in learning. According to Chen and Chang (2008), one addictive aspect is compulsion, a constant urge to play games. When children are invited to learn, children will find ways to be able to play games. The child will run to look for games, when the child is learning time. This behavior is also supported by the following opinion that the characteristics of ADHD are basically difficult for children to start learning activities (Baihaqi and Sugiarmin, 2006). Second, concentration is easily distracted with objects around the child. These objects are used to demonstrate behavior in games, such as shooting, sometimes books are also used as smartphones as they are being played. Based on DSM IV (Westwood, 1995 in Marlina, 2015), activities including learning are often abandoned by children, because their concentration is easily distracted by things that are considered interesting, such as surrounding items that they can use to demonstrate game movements. Third is the academic ability of children experiencing delays. This is due to the small learning outcomes of

children due to the concentration of children who are easily distracted. Difficult children concentrate on the tasks they do, difficult to complete, children tend to avoid tasks that use a lot of effort. In addition, children are also not concentration when working on assignments (Rief, 2005 in Mangunsong, 2011).

According to Schoenmacker, et al (2018), ADHD has no effect on addictive alcohol or drugs, but it is addictive due to the effects of child behavior. In contrast to games, ADHD which has the characteristics of lack attention that causes game play habits increases, so special handling is needed related to addictive games on ADHD. Handling efforts that have been made by parents and teachers, as well as opinions from psychologists about the handling of addictive smartphone games on ADHD. The first is the use of the game is stopped because even if only briefly, the child will still remember the game and the child will imitate what he sees, both behavior in the game to the language. If the child is given a little time to play, the child will find it difficult to release the game. Children will not want to do routines, and increasingly angry. Griffiths (2008) said that, if various attempts have been made but it still fails, then the child must be prohibited from playing games. Second, avoid war-themed shows or things that attack because children will imitate shooting movements, gunshots, jumping from heights, climbing, and of course the behavior is very dangerous. This effort is consistent with Henry's (2010) opinion, that avoids FPS or First Person Shooter-themed games, which are games that use a first-person perspective with a shoot-out theme. Third, reduce the facilities that support children playing games. In an article on kompas.com, to reduce addiction in children, parents can decide not to use a WiFi internet connection. This effort is one of the efforts to reduce facilities that support children to play games. Fourth, encourage children to do fun activities. This effort is in accordance with the opinion of Griffiths (2008), the child is taken to a place that he likes in real life, doing real activities, but still stimulates adrenaline. This is done so that children get the same pleasure when in real life. Fifth, be firm and consistent. Opinions from Baihaqi and Sugiarmun (2006), say the same thing, the beginning of an intervention that is the stipulation of rules that are clear, firm, and in accordance with instructions supported by people around. Firmness

and consistency so that children know clearly what can and can't be done. Firmness and alertness can also prevent children from doing harmful behavior. Sixth, giving therapy to children. Therapy given to children with ADHD is expected to be able to change their behavior periodically. Some therapy can be given to children with ADHD who are addicted to games, behavioral therapy (increasing concentration). According to Griffiths (2008), behavioral therapy is given with certain interventions according to the barriers that children have. Children have obstacles that are easily concentration, then given interventions to improve concentration, such as tracking the path, insert beads, and coloring. Furthermore, behavioral therapy increases obedience aimed at making children obedient to the instructions and regulations that have been set and do without being given a prompt. This is consistent with the following opinion, there are several things done related to behavioral management namely the child is given instructions, as well as responses or consequences (Rief, 2005 in Mangunsong, 2011). Sensory integration therapy should also be applied to children with hyperactivity, especially ADHD such as transfer of objects, jumping on a trampoline, riding a swinging bridge, seesaw, and sliding on a skateboard. Sensory integration therapy can reduce hyperactivity and overcome the lack of attention in children (Yasri, 2014). Seventh, Good cooperation from people around. The handling of ADHD is an additional treatment that is the support of the surrounding environment for handling (Mash and Wolfe, 2005 in Eva, 2015). Teachers can provide learning methods that can improve academic abilities in children. Addictive ADHD games are difficult to focus, so that makes the child's academic ability is slow, then the appropriate learning method is needed. One of them with the inquiry method. According to Wibowo (2019), the inquiry method can improve academic abilities in children with ADHD and increase children's enthusiasm when learning, so that children focus on learning. The same thing is done by people around, including parents so that children stay away from the game and make other efforts that can help the child's development. Everyone must work well together so that the game's addictive level in children decreases.

ADHD and addictive relationships are very related. The addictive of the children, increasing the

level of inattentive, hyperactivity, and impulsiveness of ADHD. Children with ADHD who have impulsive, hyperactive, and inattentive behaviors will exhibit a bigger risk of addiction than children in general. This is supported by Stavropoulus et al (2019), that someone who has symptoms of impulsivity, hyperactivity and symptoms of less attention, will have a higher risk of addictive games. The relationship between ADHD and addiction to games has also been proven in observational studies by Hyun et al in 2015 and also proven by pharmacological studies that ADHD drugs, namely methylphenidate and atomoxetine, can reduce game addictive symptoms (Park, Lee, Sohn, & Han, 2016; Weinstein & Weizman, 2012).

The addictive level of ADHD that is addictive to games is higher compared to children in general who also have addictive games, this can be seen from the characteristics and addictive effects of games on ADHD in this study. This can be strengthened from research conducted by M. Kim, et al (2020). The study was conducted on addictive ADHD games and non addictive ADHD games. They are working on a questionnaire used to detect addictive levels in the game, which is meant is the Young Internet Addiction Scale (YIAS). Addictive ADHD games get high scores compared to kids in general who are addictive games. This shows that there is a close relationship with ADHD with addictive games. In addition, the study also resulted that there was a higher inhibitory function of sensory integration in ADHD with addictive games, compared to children in general who were addicted to games.

CONCLUSIONS

Based on the research results obtained that children with addictive ADHD games have a big risk than children in general who are addictive games. This is shown from the characteristics of ADHD which have addictive to the game. Addictive characteristics of the game on ADHD in aspects of communication and language: the child has a delayed ability to communicate verbally, the child conveys desires and answers instructions or questions with language that is repeated, and the child imitates words, voices, tones and rhythm in the game. In the behavioral aspect: children imitating the action in the game, children do many ways to be able to play games, and children focus

when playing games. Characteristics are also seen with psychological symptoms: children's feelings change easily, children can not be controlled to stop playing games, and children get angry to tantrums when prohibited from playing games. These characteristics have an impact on children's daily lives. Addictive smartphone games on ADHD can have an impact on two things, on attitudes and behavior and academic ability. In attitudes and behaviors, the impact is that children are indifferent to routines, children do behaviors that endanger themselves, and children do behaviors that endanger others. The impact on academic ability is lack of interest in learning, concentration is easily distracted when learning, and the child's academic ability is delayed. Seven efforts that can be made to handle addictive smartphone games on ADHD are the use of games to be stopped, avoid war-themed shows, reduce facilities that support children playing games, encourage children to do fun activities, be firm and consistent, provide therapy to children, and good cooperation from parents, teachers, and people around.

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