

FRUSTRATION AS A FORMING FACTOR OF AGGRESSIVE BEHAVIOR IN MOSLEM ADOLESCENTS IN PLAYING ONLINE GAMES

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ABSTRACT

This study aims to determine the relationship between frustrated with aggressive behavior in moslem adolescents in playing games online. This research method is correlational quantitative. The subject of this research are students. The sampling technique that used in this study is a simple random sampling technique using Isaac and Michael's formula with an error rate of 5% with a sample of 90 students. The instrument used is a frustration and aggressive behavior scale. Results of data analysis with the Pearson Product Moment correlation (with the help of SPSS version 25 for Windows) shows a positive and significant relationship between frustration and aggressive behavior on students playing online games, $r = 0.481$ with $p = 0.000$. This means that with the results of this study, it can be the key word is frustrated in students playing games, the higher the aggressive behavior on the students play online games and vice versa. And an effective of determination of 0.232 contributes to the influence of aggressive behavior by 23.2% while the rest, 76.8% is influenced by other factors that can affect aggressiveness.

Keywords: Aggression Behaviour, Frustration, Moslem Adolescents, Online Games

INTRODUCTION

Playing games is a fun activity. Games that are in great demand today are online-based games. Online games are easy to play from a computer or PC, laptop, cellphone, and internet cafe. Online games are widely played in all circles, especially teenagers. One of the online games that are in demand among teenagers today are generally online games with the MOBA and Battle Royale genres, one of which is Mobile Legends Bang Bang, Garena Free Fire, and PUBG. Mobile Legends Bang Bang, Garena

Free Fire, and PUBG games can be played online from a PC or mobile phone.

Playing these online games has an impact on users who play online games both positively and negatively. The positive impact of playing online games such as increasing concentration skills, improving motor skills, improving reading skills, improving English language skills, increasing knowledge about computers, developing imagination, practicing cooperation skills and the negative impacts of playing online games such as causing strong addiction or addiction. , encourage negative things, talk rude and dirty, neglect activities in the real world, changes in rest and eating patterns, waste of money (Trisnani and Wardani, 2018). In addition, Halodoc.com (2021) says playing online games too often triggers various bad effects such as impaired eye health, motor disorders,

One of the bad effects of playing this online game is causing aggressive behavior. Like saying dirty, rude, and violent. In line with research from Musthafa, Ulfa, Herieningsih, and Pradekso (2015) with the title "The Effect of Intensity Playing Online Games and Parental Supervision on Children's Aggressive Behavior" which states that there is an influence of the intensity of playing online games on changes in children's aggressive behavior, the higher the intensity of playing online games the higher the child's aggressive behavior. Of course this behavior arises considering that the games played are also of the MOBA genre and Battle Royale is a type of game that is played by killing each other and this game is categorized as a violent game.

Research conducted by Quwaider (2019) with the title "The Impact of Video Games on The Players Behaviors: A Survey" which states that the higher the level of realism in violent video games, the higher the aggressive behavior that will be obtained by players. In addition, a study from Hollingdale and Greitemeyer (2014) entitled "The effect of online violent video games on levels of aggression" stated that participants who played violent video games showed more aggression than those who played neutral video games and this main effect was not too felt when the game was played online.

Playing online games from the description above can lead to aggressive behavior. Because the game being played is an online game with

the MOBA and Battle Royal genres. One of the online games is Mobile Legends Bang Bang, Garena Free Fire, and PUBG. Mobile Legends Bang Bang, Garena Free Fire, and PUBG are types of violent games where this game is included in violent games because these games kill each other with enemies or other players.

Gannon, Ward, and Fisher (in Mulyadi, 2016) aggressive behavior as violent behavior physically or verbally against other individuals or against objects. This means that if someone does physical violence such as hitting, fighting, throwing things at each other or verbally such as mocking each other, venting anger, insulting each other. Whether it is done directly or through the media, for example playing online games, it is one of the behaviors that is included in aggressive behavior.

Baron and Byrne (2005) define aggressive behavior as behavior directed at the goal of harming other living beings who wish to avoid such treatment. This shows that committing acts of hurting others even if done unintentionally is considered aggressive behavior. Buss and Perry (1992) say if a person is said to have aggressive behavior if he has aspects of aggressive behavior, namely Physical Aggression (Physical Aggression), Verbal Aggression (Verbal Aggression), Anger (Anger), and Hostility (Enmity).

Based on the description above, in students at Lubai, Muara Enim, Indonesia, researchers found aggressive behavior in students who played online games. The results of observations made by this researcher found aggressive behavior by students when playing online games. When they play online games, they show behavior such as mocking each other, hitting friends, getting angry, throwing things around them and fighting or defending each other. Then when students play online games they become against their friends or parents. Then while at school the researchers also received information that students who often play online games often ignore school assignments, fight with teachers, and are not disciplined at school.

Then from interviews, it was found that students of SMP Negeri 2 Lubai have indications of aggressive behavior when playing online games both from student interviews and teachers of SMP Negeri 2 Lubai. Aggressive behavior shown includes physical aggression, verbal aggression, anger, and hostility. Then it was also found indications of frustrated

situations in students who were disappointed when playing online games and uncontrolled emotions that caused aggressive behavior such as fighting, talking dirty, and arguing.

This aggressive behavior occurs because there is a sense of frustration experienced by users or those who play online games. This was also conveyed by King (2017) who said that there are three factors that influence aggressive behavior, namely biological factors, psychological factors and sociocultural factors. One of the factors is psychological factors which are explained including personality, urgent situations, and various cognitive and learning factors. In the urgent situations section there are two, namely frustration and unwelcome situations. So this frustration becomes a psychological factor and influences aggressive behavior. According to Dollard (in King, 2017) put forward the idea that frustration that always prevents individuals from achieving goals can trigger aggressive behavior.

Baron & Bryne (2005) one of the factors influencing aggressive behavior is social factors which consist of frustration, direct provocation, displaced aggression, and exposure to violence in the media. In line with the research of Anderson and Bushman (2002) with the title "Human Aggression" said there are two factors, namely personal factors and situational factors. In situational factors described there are aggressiveness, provocation, frustration, pain and discomfort and drugs. From the results of this study, frustration is one of the factors influencing aggressive behavior.

Wiramihardja (2015) defines frustration as a moment or moment where a person experiences an obstructed situation when making an effort to achieve what he wants. Basically, this frustration explains how a person whose needs are not met so that his situation fails and vents his unfulfilled desire. This need is in the form of an activity that is carried out but is not achieved as desired so that it fails. Semiun (2006) defines frustration as a feeling that arises because of obstacles in the effort to meet needs or think that something will happen that hinders the desire to achieve those needs.

Based on the description and results of observations and interviews for preliminary studies. So from this explanation, researchers are interested in conducting a study entitled "The Relationship between Frustration and Aggressive Behavior in moslem adolescents in Playing Online Games".

RESEARCH METHODS

This type of research is a correlational quantitative research. According to Sugiyono (2019), quantitative research methods are research methods based on the philosophy of positivism, used to examine certain populations or samples, collect data using research instruments, and analyze quantitative/statistical data, with the aim of testing predetermined hypotheses.

Azwar (2017) said that quantitative method research emphasizes its analysis on quantitative data (numbers) collected through measurement procedures and processed by statistical analysis methods. All variables involved must be clearly identified and measurable. The variables studied were stated correlationally or structurally and tested empirically. The quantitative approach is an inferential research (in the context of testing hypotheses) and relies on each conclusion of the results on a null probability of rejecting the hypothesis.

Research variable

Variables are the object of research, or become what is the point of attention of a study. According to Sugiyono (2019), the independent variable (independent) is a variable that affects or causes the change or the emergence of the dependent variable (bound) and the dependent variable is a variable that is influenced or caused, because of the independent variable. In this study there are two variables, namely the independent variable (X) : Frustration and the dependent variable (Y) : Aggressive Behavior.

Population and Sample

Sugiyono (2019) The population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study were 8th grade students, totaling 4 classes. Researchers obtained data that there were 117 students who were still active in school, this can be seen in the following table:

Tabel 1
Number of Classes and Grade 8 Students
at Lubai, Muara Enim

No	Class	Amount
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1	8 A	30
2	8 B	29
3	8 C	29
4	8 D	29
Total		117

With the criteria set in this study, namely:

- a. Students play online games.
- b. The research subjects were male and female students.
- c. VIII grade students of SMP Negeri 2 Lubai.
- d. Students who are willing to become research respondents.

Azwar (2017) the sample is a good representation for the population, it really depends on the extent to which the characteristics and characteristics of the sample are the same as the characteristics of the population. In this study, the researcher took the sample using a simple random sampling technique in which sample members were taken randomly regardless of their strata (Sugiyono, 2019). The researcher took the subject using Isaac and Michael's formula with an error rate of 5%. So the number of samples is 90 people.

Method of Collecting Data

The research method used for data collection is scale. The scale used in this study is the Likert scale. According to Sugiyono (2019) the Likert scale is a measure of the attitudes, opinions, and perceptions of a person or group of people about social phenomena. There are two statements on the Likert scale, namely positive statements (favorable) given a score of 4, 3, 2, 1, while negative statements are given a score of 1, 2, 3, 4. The answer to each item in the statement stated on the Likert scale is strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). In this study, the researcher only used four answers, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS).

Data analysis method

In quantitative research, there is a data analysis process carried out, namely assumption testing and hypothesis testing. The stages of the data analysis method are as follows:

Assumption Test

Assumption test is a process carried out before testing the hypothesis. In this research, the assumption test includes normality test and linearity test. To test the assumptions in this study using SPSS (Statistics program for social science) version 25 for windows.

a. Normality test

The normality test is a requirement before the implementation of the hypothesis test (Sugiyono, 2019). Normality test using Kolmogrov Smirnov technique. In this technique, if $p > 0.05$, the distribution is declared normal, and if $p < 0.05$, the distribution is declared abnormal.

b. Linearity Test

This linearity test was conducted to determine the role of the independent variable, namely frustration with the dependent variable, namely aggressive behavior. This linearity test was carried out at a significance level (α) of 0.05. Two variables can be said to be linear if the significance value is less than 0.05 and the significance value (Deviation from Linearity) is greater than 0.05 (Gunawan, 2018).

Hypothesis Testing

The hypothesis is a temporary answer to research, so that the formulation of the hypothesis is different from the formulation of the problem (Azwar, 2017). After fulfilling the assumption test in the form of normality and linearity tests, a hypothesis test is carried out. Hypothesis testing using SPSS (Statistics program for social science) version 25 for windows. The analytical method used is Pearson Product Moment correlation analysis. Pearson Product Moment correlation analysis is used to find out whether there is a relationship or not on the independent variable and one dependent variable.

RESULTS AND DISCUSSION

In this study, the variables studied were aggressive behavior and frustration. The results of the description of the research data, can be explained regarding the categorization of each research variable. This study uses a variable categorization level based on empirical scores (mean and

standard deviation). The results of the overall data can be seen from the empirical scores of each of the following variables:

Table 2
Description of Research Data

Variable	Score X (Empirical)			
	X Min	X Max	mean	Std. Deviation
Aggressive Behavior	69	139	112.01	15,342
Frustration	74	126	100.47	11,824

Empirical score table of aggressive behavior variable with frustration variable will be a guide in making frequency and percentage in categorizing research variables. Next, the researcher made a categorization formula which consisted of low, medium and high. The following are the results of the categorization of research variables:

Table 3
Categorization Formula

Category	Formula
Tall	$M + SD < X$
Currently	$X - SD < X M + SD$
Low	$X M - SD$

Furthermore, the results of categories on the aggressive behavior variable are shown in the following table:

Table 4
Categorization of Aggressive Behavior Variable Score

Score	Categorization	F	Percentage
$X > 117$	Tall	36	40%
$78 < X 117$	Currently	52	58%
$X 78$	Low	2	2%
Total		90	100%

Based on the results of the calculation of the categorization of aggressive behavior variable scores, it can be concluded that 36 students are in the high category with a percentage of 40%, 56 students are in the medium category with a percentage of 52% and 2 students are in the low category with a percentage of 2% at SMP Negeri 2 Lubai.

Furthermore, the results of the categories on the frustration variable are shown in the following table:

Table 5
Frustrated Variable Score Categorization

Score	Categorization	F	Percentage
$X > 105$	Tall	31	34%
$70 < X < 105$	Currently	59	66%
$X < 70$	Low	0	0%
Total		90	100%

Based on the calculation results of the categorization of aggressive behavior variable scores, it can be concluded that 31 students are in the high category with a percentage of 34%, 59 students are in the medium category with a percentage of 66% and 0 students are in the low category with a percentage of 0% in SMP Negeri 2 Lubai.

Assumption Test

The assumption test is carried out before carrying out the Pearson Product Moment correlation analysis test with the intention that the conclusion does not deviate from the previous truth. The assumption test consists of normality test and linearity test.

Normality test

This test was conducted to determine the normality of the distribution of items in the study. The technique used for the normality test is the Kolmogorov Smirnov technique. In this technique, if $p > 0.05$, the data distribution is declared normal, on the other hand, if $p < 0.05$, the data distribution is declared abnormal. The results of the normality test in this study contained a frustration variable with aggressive behavior as shown in the following table:

Table 6
Normality Test Results
Frustrated With Aggressive Behavior

Variable	Kolmogorov Smirnov	Sig	Information
Frustrated >< Aggressive Behavior	0.054	0.200	Normal

Table 7
Normality Test Results
Aggressive Behavior With Frustration

Variable	Kolmogorov Smirnov	Sig	Information
Aggressive Behavior	0.091	0.061	Normal
<>			
Frustrated			

Linearity Test

This test is used to determine whether or not there is a significant linear relationship between the two variables. This linearity test was carried out using a test of linearity at a significant level of 0.05. If Deviation from Linearity > 0.05 then the two variables are declared to have a linear relationship. If the significance value is <0.05, then the two variables are declared to have no linearity. The following are the results of the linearity test for the frustration variable with aggressive behavior below:

Table 8
Table Description of Linearity Test Results Frustrated
With Aggressive Behavior

	F	Significance	Information
<i>linearity</i>	31,086	,000	linear
<i>Deviation From Linearity</i>	1.406	,128	

Table 9
Table Description of Linearity Test Results Aggressive Behavior
With Frustration

	F	Significance	Information
<i>linearity</i>	29,768	,000	linear
<i>Deviation From Linearity</i>	1,237	,243	

From the table, it can be seen that the significance value of Deviation from Linearity is 0.128, so it can be interpreted that the significance value of the two variables is more than 0.05. So it can be concluded that the relationship between the frustration variable and the aggressive behavior variable has a linear relationship (0.128 > 0.05), thus the linearity test of the

two variables is fulfilled. Then the reciprocal variable between aggressive behavior and frustration also has a linear relationship ($0.234 > 0.05$).

Hypothesis

In this study to test the hypothesis of the two variables, the researcher used the Pearson Product Moment analysis technique. The purpose of this hypothesis test is to determine the relationship between Frustration (Independent Variable) and Aggressive Behavior (Dependent Variable). The following are the results of hypothesis testing for the two variables below:

Table 9
Frustrated Hypothesis Test Results
With Aggressive Behavior

Measures of Association					
	R	R Squared	Eta	Eta Squared	
Frustration	*	.481	.232	.787	.620
Aggressive Behavior					

Variable	R.	Sig. (p)	Information
Frustrated Aggressive Behavior	0.481	0.000	Significant

Table 10
Hypothesis Test Results
Aggressive Behavior With Frustration

Measures of Association				
	R	R Squared	Eta	Eta Squared
Aggressive Behavior	.481	.232	.816	.665
Frustrated	*			

Variable	R.	Sig. (p)	Information
Aggressive Behavior	0.481	0.000	Significant
Frustration			

Based on the results of the analysis of the hypothesis test conducted, that the magnitude of the correlation coefficient between the frustration variable and aggressive behavior is 0.481 with a significant relationship between the two variables with a value of 0.000. Then it can be concluded that H_0 is rejected and H_a is accepted. This is because the significance value is $0.000 < 0.05$ ($p < 0.05$), so in this case the relationship between frustration has a significant correlation to aggressive behavior in students playing online games at SMP Negeri 2 Lubai. With the description of the results above, the hypothesis proposed by the researcher in this study is accepted.

DISCUSSION

Technique which aims to determine the relationship between the independent variable and the dependent variable. The research that the researchers conducted found that there was a relationship between frustration and aggressive behavior in students playing online games at SMP Negeri 2 Lubai with a correlation coefficient value showing the number $r = 0.481$ with a Sig value. $p = 0.000 < 0.005$ it can be seen that there is a positive and significant relationship between frustration and aggressive behavior in students playing online games at SMP Negeri 2 Lubai. The value of r indicating the number 0, 481 is included in the categorization of moderate correlation values with coefficient intervals of 0.40 - 0.599 (Sugiyono, 2019). The coefficient value shows $r = 0.481$ with a Sig value. 0.000 ($p < 0.005$) states that there is a significant positive relationship between the two variables. This means that the higher the frustration, the higher the aggressive behavior of students playing online games at SMP Negeri 2 Lubai.

And the effective contribution through the coefficient of determination of 0.232 means that frustration affects aggressive behavior by 23.2%. While the rest, 76.8% is influenced by other factors that can affect aggressive behavior. This means that the higher the frustration, the higher the aggressive behavior of students playing online games at SMP Negeri 2 Lubai. And the effective contribution through the coefficient of determination of 0.232 means that frustration affects aggressive

behavior by 23.2%. While the rest, 76.8% is influenced by other factors that can affect aggressive behavior. This means that the higher the frustration, the higher the aggressive behavior of students playing online games at SMP Negeri 2 Lubai. And the effective contribution through the coefficient of determination of 0.232 means that frustration affects aggressive behavior by 23.2%. While the rest, 76.8% is influenced by other factors that can affect aggressive behavior.

Based on the calculation of the frustration score categorization of 90 research samples, namely class VIII students of SMP Negeri 2 Lubai, it was found that 31 students (34%) in the high frustration category, 59 students (66%) in the moderate frustration category and 0 students (0%) in the frustrated category. low. From this explanation, it can be concluded that students' frustration when playing online games at SMP Negeri 2 Lubai is at a moderate level. Frustration is defined as a feeling that arises because of obstacles in the effort to meet needs or think that something will happen that hinders the desire to achieve those needs (Semiun, 2006).

Furthermore, the calculation of the categorization of aggressive behavior scores from 90 research samples, namely class VIII students of SMP Negeri 2 Lubai, it was found that 36 students (40%) in the high aggressive behavior category, 52 students (58%) in the moderate aggressive behavior category and 2 students (2%) in the low category. From this explanation, it can be concluded that the aggressive behavior of students when playing online games at SMP Negeri 2 Lubai is at a moderate level.

The results of the research conducted are in line with the research conducted by Anwar and Anidar (2018) which states that frustration is one of the factors in the emergence of a relationship with aggressive behavior. Students when playing online games have good frustration tend to have low aggressive behavior compared to students who have low frustration. This shows that the role of frustration affects students' aggressive behavior when playing online games.

Further research from Rahmati and Momtaz (2013) who say that frustration is only one of many potential sources for violence and aggression. This means that this frustration is one of the contributing factors to violence and aggression. In line with the research of Galluci, Riva, Lauro and Bushman (2019) a study conducted with research subjects 90 healthy adults from Milan, Italy (45 males) and 45 females, mean age = 22.27, SD = 2, 46) of these, 73% are students. Taken together, these results explain the neural basis of frustration-induced aggression, provide further evidence for the involvement of the VLPFC in modulating aggressive responses, and gender differences in aggression.

The next study was from Utomo (2012) with the title "The Relationship Between Frustration and Conformity with Aggressive Behavior in Surabaya Bonek Supporters". Based on the results of the study, it can be concluded that there is a significant and negative relationship with aggressive behavior. This can be seen from the results showing $P = 0.007$ and the value of the regression coefficient is -0.302 .

Then research from Setiyobudi (2014) with the title "The Effect of Frustration Attitudes on Aggressive Behavior in Adolescent Inmates in Class IIB Banyuwangi Prison" said that based on data analysis conducted using simple regression analysis, it was found that there was an influence of the Frustrated Attitude variable on the Aggressive Behavior variable. Based on the relative contribution value, it shows that the Frustrated Attitude contributes 51.2% to Aggressive Behavior.

Baron & Bryne (2005) say that aggression is intentional torture or directed behavior of various forms of violence against others. This means that this aggressive behavior is done intentionally with the aim of hurting can be in the form of physical or verbal violence to others. In line with the opinion of Atkinson (1993) what is meant by aggression is behavior that is intended to injure other people (physically or verbally) or damage property.

Therefore, each individual should not have high frustration so that aggressive behavior does not arise. One of the verses that discuss aggressive behavior is QS. Al-Azhab ayat 58:

"And those who hurt the believing men and women, without doing anything wrong, then indeed, they have shouldered a lie and a clear sin."

Based on the results of the description above, it can be concluded that there is a significant positive relationship between frustration and aggressive behavior in students playing online games at SMP Negeri 2 Lubai. So that the hypothesis or provisional assumption in this study, namely that there is a relationship between frustration and aggressive behavior in students playing online games at SMP Negeri 2 Lubai is proven and acceptable.

CONCLUSION

From the results of the research that has been done, it can be concluded that there is a significant relationship between frustration and aggressive behavior in students playing online games at SMP Negeri 2 Lubai with the correlation coefficient showing $r = 0.481$ with a Sig value. 0.000 ($p < 0.005$). This means that the higher the frustration, the higher the aggressive behavior in students playing online games. The categorization of the two variables, namely the variable of frustration and aggressive behavior, is included in the medium category. And found an effective contribution through the coefficient of determination of 0.232 which means that frustration affects aggressive behavior by 23.2% . While the rest, 76.8% is influenced by other factors that can affect aggressive behavior.

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