

The Impact of Online Games on Children's Enthusiasm for Learning

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ABSTRACT

The development of information and communication technology has brought great changes in people's lives, including in children's lives. One form of technological development that is widely used by children is online games. Online games can be a means of entertainment and under certain conditions can provide benefits for the development of thinking skills, strategies, problem-solving, and social interaction. However, excessive use of online games can cause various problems, especially if it interferes with learning activities. This study aims to examine in depth the impact of online games on children's enthusiasm for learning. The research uses a qualitative method with a literature study approach. Data was obtained through studies of books, scientific journals, academic articles, and sources relevant to the use of online games, learning motivation, child development, and Islamic education. The results of the study show that excessive use of online games can have a negative impact on children's enthusiasm for learning, including reduced learning time, impaired concentration, the emergence of the habit of procrastinating tasks, reduced discipline, sleep disturbances, and the tendency of children to prioritize games over academic activities. On the other hand, the limited and controlled use of online games can provide certain benefits, such as practicing strategic thinking skills, problem solving, coordination, communication, and cooperation. In an Islamic perspective, the use of technology needs to be directed so as not to make humans neglect their obligations and waste time. The Qur'an reminds the importance of using time as contained in Surah Al-'Asr verses 1-3 and the importance of improving knowledge as Surah Al-Mujadilah verse 11. Therefore, the role of parents, teachers, and the environment is needed in directing children to be able to use online games wisely and still prioritize education and learning obligations.

Keywords: Ame Online, Spirit of Learning, Children, Learning Motivation, Islamic Education.

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INTRODUCTION

The development of information and communication technology has brought significant changes in various aspects of human life, including in children's lives and the world of education. Technological advances provide convenience in obtaining information, communicating, learning, and getting entertainment. Children today grow up in an environment that is increasingly close to digital devices such as smartphones, tablets, computers, and various devices connected to the internet. These developments cause digital activities to become part of children's daily lives and also affect the way children interact, obtain information, and carry out learning and play activities. Research by Özyürek et al. (2022) shows that digital games have become part of children's activities and need to be considered for their suitability with the child's developmental stage. In addition, the development of digital technology also opens up opportunities for the use of digital games as part of educational and learning activities.

One form of use of digital technology that is in great demand by children is online games. Online games are digital games that use the internet network so that they allow players to interact with the game system and with other players. The development of online games is accelerating along with increasing internet access and the ease of use of digital devices. Games have interactive characteristics that can make children interested in using them for a long time. On the other hand, digital games also have the potential to support the learning process if used with the right purpose and design. Wang et al. (2022) through meta-analysis found that digital game-based learning can have a positive influence on learning outcomes, while Li, Chen, and Deng (2024) found that educational digital games can increase learning motivation through learning engagement. Thus, online games need to be viewed proportionally because their impact on children can differ depending on the type of game, the purpose of use, and the intensity of its use.

Play is basically an important activity in children's development. Through play, children can have fun, develop creativity, improve problem-solving skills, and interact with the social environment. Research on the use of digital games also shows that games can provide benefits to students' motivation and engagement when designed and used in the right learning context. Meta-analysis by Fadda et al. (2022), for example, shows that digital games can have a positive influence on students' learning motivation in the context of mathematics learning. Similarly, Byusa et al. (2022) found that the game-based learning approach can increase students' motivation and understanding of learning.

These findings show that games do not always have a negative impact on the learning process. The problem lies in the type of game, the purpose of use, the duration of play, and the ability of children to control their use. Games designed as learning media have different characteristics from online games that are used mainly for entertainment. Li, Chen, and Deng (2024) show that digital educational games can increase learning motivation through learning involvement as a mediation mechanism. Thus, the use of digital games in education needs to be distinguished from the excessive use of online games as entertainment activities.

Problems begin to arise when online games are played excessively and children have difficulty controlling playing time. Playing activities that are too long can cause children to focus more on games than on their academic obligations. In these conditions, the time that should be used to read, do assignments, prepare for lessons, rest, exercise, and interact with family can be reduced. A systematic study by Alzahrani and Griffiths (2025) shows that problematic gaming is related to various aspects of academic achievement, although the impact needs to be understood based on the characteristics of game use and the conditions of students.

This problem was also found in studies that specifically examined elementary school children. Amalia, Hakim, and Hera (2022) found that the higher the level of online game addiction in elementary school students, the lower the learning motivation shown by students. Research by Azzukhruf, Marmoah, and Budiharto (2022) also shows that the use of smartphones to play games can have both positive and negative impacts on learning motivation, with the duration of play being one of the aspects that determine the emergence of this impact.

The research of Adhzani and Tirtoni (2023) further strengthens these findings. Research on elementary school students shows that the excessive use of online games is related to decreased motivation and enthusiasm for learning and can affect academic achievement. These findings show that the intensity of play is an important aspect that needs to be considered when discussing the relationship between online games and children's learning activities.

The spirit of learning is one of the important elements in the success of the educational process. The spirit of learning can be reflected in the child's willingness to participate in learning, pay attention to the teacher's explanations, read, do assignments, ask questions, and try to understand the material given. Children who have a passion for learning tend to show better involvement in the learning process. On the other hand, low enthusiasm for learning can be shown through the behavior of being bored easily, procrastinating on assignments, paying less attention to learning, being lazy to read, and more interested in doing other activities that are considered more fun.

In the context of online games, the spirit of learning can face competition with digital entertainment activities. Online games provide a fast, interactive, competitive experience, and provide direct feedback. These characteristics can make play activities feel more interesting for children than learning activities that require concentration and perseverance for a longer time. If children prioritize games over learning, there is a possibility of decreased attention and involvement in academic activities.

This relationship is supported by research by Darmawan, Maksum, and Nurhasanah (2024) which found a negative and significant relationship between the level of online game addiction and the learning motivation of elementary school students. The study shows that the higher the level of online game addiction, the lower the student's motivation to learn. This finding is relevant to research on the spirit of learning because motivation is one of the aspects that encourages children's involvement in learning activities.

However, the impact of online games on the spirit of learning cannot be understood simply that every child who plays games must experience a decrease in enthusiasm for learning. Research on digital games shows that games can provide benefits if used appropriately, while problematic or excessive use can be related to poor academic consequences. In fact, research by Anjum et al. (2024) on school-age adolescents shows that there is a relationship between online game addiction and academic performance, so the problem that needs to be considered is not just the existence of games, but the pattern, intensity, and ability to control the use of online games.

Therefore, the use of online games in children needs to get attention from parents and teachers. Supervision does not mean prohibiting children from playing as a whole, but helps children manage their time and prioritize between play and learning. Parents and teachers can set limits on play time, build learning habits, and direct the use of technology to productive activities. This approach is important so that technology can provide benefits without reducing children's opportunities to develop positive learning habits.

From the perspective of Islamic education, the use of time is one of the most important things. Islam teaches humans to make the best use of time. Allah Swt. says in Surah Al-'Asr:

وَالْعَصْرِ ۝ إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ۝ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا
بِالصَّبْرِ

Meaning: "For the sake of time. Indeed, mankind is in a loss, except for those who believe, do good, and advise each other for the truth and counsel each other for patience." (QS. Al-'Asr: 1–3).

This verse provides a lesson that time is something very valuable and must be used for useful activities. In relation to online games, playing can be a form of entertainment as long as it is done reasonably and does not cause children to neglect their obligations. The use of time to play should not reduce the time for studying, worshipping, resting, or carrying out other responsibilities.

In addition to the question of time, Islam also gives a high position to knowledge. Allah Swt. says in Surah Al-Mujadilah verse 11:

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

Meaning: "Allah will raise up the believers among you and those who are given knowledge of several degrees." (QS. Al-Mujadilah: 11).

This verse shows that science has a noble position in Islam. Therefore, children as the next generation need to be directed to have a love for knowledge and enthusiasm for learning. The use of technology, including online games, should be placed in a balanced manner so as not to hinder the process of education and children's development.

Based on this description, the impact of online games on children's enthusiasm for learning is an important problem to study. On the one hand, digital games can have benefits if used appropriately, but on the other hand, excessive use of online games can shift children's time, attention, and priorities away from learning activities. Previous research has also shown a relationship between the use or addiction of online games and the learning motivation and academic performance of children and adolescents.

Thus, the research entitled "The Impact of Online Games on Children's Enthusiasm for Learning" is important to obtain a more objective understanding of how the use of online games is related to children's enthusiasm for learning. This research is expected to contribute to parents and teachers in developing a pattern of mentoring the use of technology, as well as providing an understanding that the use of online games needs to be placed in a balanced manner with educational needs, children's development, and Islamic values.

METHOD

This study uses a qualitative method with a literature review approach. The literature study approach is used to understand a phenomenon based on the results of previously published scientific research and studies. In literature-based qualitative research, researchers do not collect data directly from respondents, but conduct search, selection, critical reading, interpretation, and synthesis of various relevant scientific sources. Furlong and Lester (2023) explain that qualitative literature review can be used to understand and develop knowledge through critical engagement with relevant methodological and substantive literature.

The literature study approach was chosen because this study focuses on the impact of online games on children's enthusiasm for learning based on various previous research results. Through literature studies, researchers can compare findings from different studies to gain a broader understanding of the phenomenon being studied. Maeda et al. (2022) explain that the synthesis of qualitative research can be used to identify patterns, tendencies, and understandings that emerge from a number of relevant studies. Therefore, this approach

is suitable to be used to examine various findings regarding the use of online games, learning motivation, enthusiasm for learning, and children's academic behavior.

Data Source

The data sources in this study are in the form of secondary data obtained from various scientific sources. The main source of research is in the form of journal articles that discuss online games, *online gaming addiction*, *problematic gaming*, learning motivation, learning enthusiasm, learning activities, academic achievement, and child development. In addition to journal articles, the research also uses other relevant academic sources to strengthen the conceptual foundation and perspective of Islamic education.

The literature used mainly comes from publications in the last four years, namely 2022–2026, with priority on articles that have direct relevance to the research focus. The publication year limit is used to maintain the up-to-date of information and ensure that discussions about the use of online games and children's learning activities are based on the latest research developments. The use of up-to-date literature is also important in literature review because the development of digital technology is relatively fast so that usage patterns and their impact on children can change.

Literature search is carried out through several databases and academic search engines, such as Google Scholar, ScienceDirect, SpringerLink, PLOS ONE, and other scientific journal portals. The keywords used include *online games*, *online gaming addiction*, *problematic gaming*, *learning motivation*, *learning enthusiasm*, *academic performance*, *children*, *elementary school students*, and keyword equivalents in Indonesian. A search strategy with relevant keywords is needed so that the literature obtained is truly in accordance with the focus of the research. In qualitative literature review, the search process and source selection need to be explained transparently so that readers can understand the basis for the formation of research synthesis (Furlong & Lester, 2023).

Literature Selection Criteria

Literature selection is carried out based on inclusion and exclusion criteria. Literature is included as a research source if it meets several criteria, namely: (1) discussing online games, *online gaming addiction*, or *problematic gaming*; (2) having a relationship with motivation, enthusiasm, activities, or learning achievements; (3) having research objects for children, elementary school students, school-age adolescents, or students; (4) published mainly in the 2022–2026 period; and (5) coming from academic sources that can be accounted for.

On the other hand, literature is not used as the primary source if it only discusses the technical aspects of the game unrelated to children's learning behavior, does not have adequate methodological information, or does not have a direct relationship with the focus of the research. The selection process based on inclusion and exclusion criteria is important to maintain the relevance of the analyzed sources. Maekawa (2023) explained that qualitative literature review requires a process of collecting prior evidence, critically assessing, and preparing evidence based on predetermined research questions.

Data Collection Techniques

Data collection is carried out through several stages. The first stage is to determine the focus of the research, namely the impact of the use of online games on children's enthusiasm for learning. The second stage is to determine keywords and conduct an article search through academic databases. The third stage is to conduct an initial screening based on titles and abstracts. Articles that are considered relevant are then read in more depth to determine their suitability for the purpose of the research.

The fourth stage is to extract information from the selected articles. The information collected includes the author's name, year of publication, research title, research objectives, research methods, subject characteristics, form or intensity of online game use, indicators of enthusiasm or motivation for learning, and research results. The preparation of this information allows researchers to systematically compare research results. The process of searching, filtering, and extracting data is an important part of the literature review because it helps ensure that the synthesis is based on relevant and traceable evidence (McMahon et al., 2022).

Data Analysis Techniques

Data obtained from various literature were analyzed using descriptive-qualitative analysis and thematic synthesis. Descriptive-qualitative analysis was carried out by describing the content and results of previous research, while thematic synthesis was used to identify themes that emerged from various sources. The thematic synthesis approach allows researchers to group research findings based on similarities in meaning and then develop a broader understanding of the phenomenon being studied. McMahon et al. (2022) show that *thematic synthesis* can be used to integrate findings from various qualitative research through the process of grouping and developing themes.

In this study, the results of the literature are grouped into several main themes, namely (1) the intensity and duration of playing online games, (2) the use of time for studying, (3) children's concentration and attention, (4) motivation and enthusiasm for learning, (5) discipline in doing assignments, (6) academic achievement, and (7) the role of parents and the environment in controlling the use of online games.

After the data was grouped by theme, the researcher compared the results of the study. Findings that showed similar tendencies were analyzed to find general patterns, while different results were analyzed based on the characteristics of the study, such as the age of the respondents, the duration of play, the type of game, the context in which the game was used, and the learning environment. This kind of comparative approach is important because the literature review not only aims to collect research results, but also to identify patterns and differences that have emerged among previous studies (Maeda et al., 2022).

Interpretation of Research Results

The results of the analysis are then interpreted by linking the findings of previous research with the main focus of the research, namely the impact of online games on children's enthusiasm for learning. The interpretation is carried out carefully by not directly assuming that all use of online games has a negative impact. This is important because research on digital games shows that the impact can differ based on the purpose of use, the type of game, the duration of use, and the context of the activity.

Thus, this study distinguishes between the excessive use of online games as entertainment and the use of digital games designed to support the learning process. This difference is important because research on *digital game-based learning* shows that digital games in the context of education can provide benefits to motivation and learning outcomes when used with the right learning design and objectives. Therefore, the impact of online games on children's enthusiasm for learning needs to be analyzed based on the pattern and intensity of their use, not just based on the existence of the game itself.

Analysis of Islamic Education Perspective

In addition to analyzing the results of previous research, this study uses the perspective of Islamic education as a normative foundation in interpreting the use of children's time and learning activities. The Islamic perspective is used to understand the importance of productive use of time and the position of science in human life.

The principle of the use of time is associated with QS. Al-'Asr verses 1–3, which gives a message about the importance of using time for faith, charity, truth, and patience. Meanwhile, the importance of science is associated with QS. Al-Mujadilah verse 11, which explains the position of those who believe and have knowledge.

The perspective of Islamic education in this study is not used to assess that online games are completely negative activities. Instead, the perspective is used to see how play activities can be placed in a balanced way with the obligation to learn, worship, and other responsibilities of children. Thus, the use of technology and online games is directed so as not to cause waste of time or reduce children's enthusiasm in acquiring knowledge.

Source Validity and Accuracy

The validity of data in literature study research is carried out through comparison between sources (source triangulation). The findings obtained from one study are compared with other studies that have a similar theme. In this way, researchers can find out whether a finding shows a consistent pattern or has different results.

In addition, the quality of the source is considered based on the relevance of the topic, year of publication, clarity of the research method, characteristics of the research object, quality of the journal, and the availability of bibliographic information such as DOIs. Yadav (2022) emphasized that the quality of qualitative research needs to be considered through aspects of methodological accuracy, transparency, relevance, and accuracy in the research process.

Thus, this study seeks to maintain the accuracy of the study results through a process of source selection, comparison of various studies, grouping findings based on themes, and interpretations that consider the context of each study. The process is expected to produce an objective picture of the impact of online games on children's enthusiasm for learning, including factors that can strengthen or reduce these impacts.

RESULTS AND DISCUSSION

Findings

Based on the results of studies on various previous studies, the use of online games shows a multidimensional impact on children's enthusiasm for learning. The literature analyzed shows that the impact is not entirely negative or positive, but is influenced by the intensity of use, duration of play, type of game, self-control ability, purpose of use, and supervision from parents and the educational environment. Thus, online games need to be understood not only as an entertainment activity, but as part of a child's digital environment that can affect the pattern of time use, concentration, motivation, discipline, and social interaction.

The findings of Darmawan et al. (2024) show a relationship between the level of online game addiction and the learning motivation of elementary school students. These results show that the more problematic the pattern of game use, the more likely problems are to arise in learning motivation. Similar findings were shown by Haratua et al. (2024) through qualitative research on elementary school students which showed that online game addiction was related to a decrease in learning motivation.

However, the results of the study also show that not all forms of digital games have a negative impact. Li et al. (2024) found that digital games designed as learning media can increase learning motivation through learning engagement. Fadda et al. (2022) through a meta-analysis in the context of K–12 education also found a positive effect of digital games on motivation to learn mathematics. These findings show that the impact of games is highly dependent on the context and purpose of their use.

Based on this synthesis, there are several main themes that appear in the literature, namely changes in habits and the use of time, concentration and attention, enthusiasm or motivation for learning, discipline, sleep patterns, social interaction, the positive potential of digital games, and the importance of the role of parents and teachers.

Online Games and Changing Children's Habits

The development of digital technology has made online games more accessible to children. Devices such as smartphones, tablets, and computers allow games to be played at any time and in various places. This condition causes the boundaries between playing time and other activities to become more flexible.

Ease of access basically does not always cause problems. Problems arise when children do not have adequate self-control skills so that play activities are carried out without a clear time limit. Games that provide challenges, competitions, rewards, and feedback quickly can make children encouraged to continue playing.

In the context of the spirit of learning, changing habits is important because activities that are carried out repeatedly can form a daily routine. If playing games becomes the dominant activity, learning activities have the potential to be placed as secondary activities. These findings are in line with research by Haratua et al. (2024) which shows that the addictive use of online games in elementary school students is related to a decrease in learning motivation.

Thus, the main problem is not just the existence of online games, but how they are placed in children's daily lives. Games that are a limited part of recreational activities have different consequences from games that have taken up a major portion of children's time.

The Influence of Online Games on Study Time

One of the most consistent findings in literature review is the potential for a reduction in learning time when play activities are done excessively. Time that should be used to read, do assignments, prepare lessons, or participate in other educational activities can be diverted to play.

This condition can be explained through the principle of limited time use. Children have the same amount of daily time, so the increase in play duration directly reduces the time available for other activities if it is not accompanied by good arrangements.

Further reduction in study time can affect children's chances of learning consistently. Children may more often postpone schoolwork and study only when facing exams or when assignments are close to the collection limit. This pattern can hinder the formation of regular study habits.

These findings are in line with a recent systematic study and meta-analysis by Chew et al. (2026), which show a relationship between problematic gaming and academic achievement. Thus, the use of games that have reached problematic levels needs attention because it can be related to disrupted academic activities.

The Effect of Online Games on Concentration and Attention

Concentration is one of the important components of the learning process. Children need the ability to focus on the teacher's explanations, read the material, understand instructions, and complete assignments.

Online games have characteristics that are designed to maintain players' attention through visuals, sounds, challenges, competitions, achievements, and awards. These characteristics make play activities can provide high stimulation. When children move from play activities to learning activities that require calmer and more continuous attention, self-control skills are needed to shift focus.

In this context, excessive use of games can be a problem if children have difficulty stopping games and diverting attention to academic activities. This impact does not mean that every child who plays games will experience concentration disorders. On the contrary, the effect needs to be seen based on the intensity, duration, type of game, and the child's ability to regulate his behavior.

Therefore, the results of the study show that concentration should not be positioned as a direct result of the existence of online games, but as one of the aspects that can potentially be affected when the use of games has disrupted children's activity patterns.

The Influence of Online Games on the Spirit of Learning

The spirit of learning in this study is understood as the encouragement of children to participate in learning activities, do assignments, pay attention to the material, and maintain involvement in academic activities. The spirit of learning is influenced by various factors, so online games are one of the environmental factors that need to be considered, not the only cause.

Darmawan et al. (2024) showed a relationship between the level of online game addiction and the learning motivation of elementary school students. Meanwhile, Haratua et al. (2024) showed through a qualitative approach that online game addiction can be followed by a decrease in learning motivation. These findings strengthen the argument that uncontrolled use of games has the potential to shift children's priorities from learning activities to play activities.

Psychologically, games provide a relatively fast experience in the form of challenges, rewards, achievements, and feedback. On the other hand, the learning process often takes longer before the results are seen. These differences in experience can make play activities feel more interesting for some children.

However, the relationship should not be understood simply as a cause-and-effect relationship that applies to all children. Chew et al. (2026) show that the relationship between problematic gaming and academic achievement needs to be understood carefully. Recent literature also shows the possibility of a two-way relationship, namely problematic gaming can be related to low academic achievement, while academic problems can also encourage some individuals to play more.

Thus, children's enthusiasm for learning needs to be seen as the result of the interaction between the use of games, the family environment, school experience, internal motivation, self-control, and the child's social condition.

Impact on Learning Discipline

Learning discipline is related to the ability of children to carry out obligations regularly, including following a study schedule, doing assignments, and complying with deadlines. Online games can be a challenge to discipline when children do not have clear limits on use.

In practice, children can postpone learning activities on the grounds that they want to complete one game, one match, or one specific target. When this pattern repeats, learning activities can continue to be postponed. As a result, children have the potential to form a habit of prioritizing the desire to play over academic obligations.

These findings show that time control is an important aspect. Game restrictions are not solely aimed at eliminating play activities, but help children learn to prioritize between obligations and entertainment.

Therefore, discipline in the use of technology needs to be directed at the ability of children to regulate themselves. This ability is important because the goal of education is not

only to make children obey parental rules, but also to form self-regulation skills that can be used in the long term.

Influence on Sleep Patterns and Learning Readiness

The use of games at night is one of the aspects that needs to be considered because it can shift children's sleep time. When play activities last until late at night, rest time can be reduced and ultimately affect children's readiness to participate in learning.

Children who lack recess have the potential to experience fatigue, drowsiness, and reduced readiness to participate in academic activities. These conditions can affect children's attention during learning and reduce the quality of involvement in school activities.

Thus, the impact of online games on the spirit of learning does not always take place directly. The use of games can affect sleep habits, then changes in sleep patterns can affect the physical condition and learning readiness of children.

These findings show that evaluation of game use should not only consider how long children play, but also when the activity is performed. Playing in a time that does not interfere with sleep and academic obligations has different consequences than playing late at night.

The Social Impact of Online Games

Online games have an ambivalent social dimension. On the one hand, certain online games allow children to communicate, collaborate, strategize, and cooperate with other players. Therefore, it is inappropriate if all online gaming activities are considered to hinder social development.

However, excessive use can reduce the time spent interacting directly with family and social environments. Children may spend more time in front of the screen than doing activities with parents, friends, or the surrounding environment.

From an educational perspective, the ideal condition is not to replace direct social interaction with virtual interaction, but to create a balance between the two. Children still need face-to-face communication, group activities, physical activity, and direct social experiences.

Thus, the social impact of online games is highly dependent on their usage patterns. Games that are used in a limited way can be a means of entertainment and interaction, while excessive use can reduce children's chances of gaining social experiences in the real world.

The Positive Potential of Online Games for Learning

The results of the study show that digital games are not always synonymous with negative impacts. A distinction needs to be made between online games for entertainment that are overused and digital educational games that are specifically designed to support learning.

Fadda et al. (2022) through a meta-analysis of K–12 research found that digital games can have a positive influence on motivation to learn mathematics compared to conventional learning, although the magnitude of the influence differs between studies.

Li et al. (2024) also show that digital educational games can increase learning motivation and that learning engagement plays a mediator in these relationships. These findings suggest that the characteristics of games and the context in which they are used are important factors in determining the benefits students get.

Games that contain problem-solving activities can encourage children to look for alternative solutions. Strategy games can train the decision-making process, while games that require cooperation can provide communication and coordination experiences.

Thus, the problem lies not in the game technology itself, but in its purpose, design, duration, and usage pattern. Games can be a source of entertainment, but under certain conditions they can also be used as a learning medium if designed and used appropriately.

Online Games in the Perspective of Islamic Education

In the perspective of Islamic education, the use of technology should basically be directed at benefits and should not cause a person to neglect his or her obligations. This principle is relevant in looking at the use of online games by children.

Surah Al-'Asr provides a lesson about the importance of using time productively. In the context of using games, this verse can be understood as a reminder that children's time should not be spent on activities that do not provide a balance with the obligations of studying, worshipping, interacting with family, and other productive activities.

In addition, QS. Al-Mujadilah verse 11 emphasizes the position of people who believe and have knowledge. This value can be the basis that learning activities need to be prioritized in children's lives. Entertainment can still be provided, but it should not reduce children's opportunities to obtain education and develop their potential.

Thus, the Islamic approach to online games is not in the form of an absolute ban, but in the form of control and proportional utilization. Children need to be directed to understand that technology is a means whose use must consider benefits, responsibilities, time, and obligations.

The Role of Parents in Controlling Online Game Use

The results of the literature synthesis show that the family environment is one of the important factors in controlling the use of online games. Children need assistance to be able to distinguish between time to study, play, rest, worship, and do family activities.

Parental supervision should not only be done through prohibitions. A more constructive approach can be taken by making rules for device use, setting playtimes, ensuring schoolwork is completed, and avoiding the use of games before bedtime.

Parents also need to understand the type of games their children play. This is important because the characteristics of each game are different. There are games that contain educational and cooperative elements, but there are also games that can encourage continuous use.

Communication is an important element in the supervision process. Children need to understand the reasons behind restricting the use of games so that rules are not only perceived as a form of prohibition, but as part of the process of building responsibility and self-control.

The Role of Teachers in Increasing Children's Enthusiasm for Learning

Teachers have an important role to play in creating engaging learning experiences so that academic activities are not always perceived as boring. Interactive, contextual, and actively engaging learning can increase their involvement in the educational process.

The targeted use of technology can also be an alternative. The findings of Fadda et al. (2022) and Li et al. (2024) show that digital games in the context of education can make a positive contribution to learning motivation and engagement.

Teachers also have a role in building digital literacy. Children not only need to be taught how to use devices, but also need to understand how to manage time, choose content, maintain a balance of activities, and use technology responsibly.

Cooperation between teachers and parents is also needed. If there is a change in the child's learning spirit, discipline, concentration, or attendance, information from the school and family can be used to understand the condition more thoroughly.

Efforts to Create a Balance between Play and Learning

Based on the overall results of the study, balance is the main principle in managing the use of online games in children. Children do not have to be completely banned from playing because play is part of recreational activities. However, play activities need to be placed within limits that do not interfere with children's educational and developmental activities.

Some of the efforts that can be made include setting a daily schedule, limiting the duration of play, completing tasks before playing, limiting the use of devices before bed, selecting age-appropriate games, and providing alternative activities such as reading, sports, religious activities, playing with friends, and helping family.

Children also need to be trained to have the ability to self-regulate. This ability is important because controlling the use of games cannot always depend on parental supervision. As they get older, children need to have awareness to determine when to play and when to learn.

Results of the Discussion

Based on the overall study, it can be concluded that the impact of online games on children's enthusiasm for learning is conditional. Excessive and problematic use tends to be related to reduced learning time, decreased motivation or enthusiasm for learning, disruption of discipline, and potentially disrupting daily activity patterns. These findings are supported by empirical research on elementary school students and systematic studies on problematic gaming and academic achievement.

On the other hand, digital games designed for educational purposes can provide benefits to motivation and learning engagement. Therefore, the results of the study do not support the view that all forms of online games must have a negative impact on children. What is more decisive is the intensity of use, duration, type of game, purpose of use, self-regulation ability, and family and school supervision.

Thus, the relationship between online games and the spirit of learning should be understood through a balanced approach. Games should not be positioned as the enemy of education, but also cannot be left unchecked. The challenge of education lies precisely in how children are guided to be able to use technology proportionately, responsibly, and in harmony with educational goals and Islamic values.

CONCLUSION

Based on the results of a literature review on the impact of online games on children's enthusiasm for learning, it can be concluded that the use of online games has a conditional impact, namely it can have a negative or positive influence depending on the intensity, duration, type of game, purpose of use, child's self-control ability, and supervision from parents and the educational environment. Excessive and uncontrolled use of online games tends to be related to reduced learning time, disturbance of concentration, decreased enthusiasm or motivation for learning, reduced discipline, and disruption of sleep patterns which can ultimately affect children's readiness to participate in learning.

On the other hand, digital games do not always have a negative impact. Games designed with educational purposes can support motivation, engagement, problem-solving skills, decision-making, and cooperation. Therefore, the impact of online games cannot be generalized based solely on the existence of play activities, but needs to be seen based on the characteristics of the game and its usage patterns. The difference between controlled recreative use of games, problematic gaming, and digital educational games is important in understanding their impact on children's development and learning processes.

From the perspective of Islamic education, the use of online games needs to be placed proportionately and responsibly. The principle of time utilization in QS. Al-'Asr and the position of knowledge in QS. Al-Mujadilah verse 11 provides the basis that entertainment activities should not reduce the obligation to study, worship, and do useful activities. Thus, the right approach is not to prohibit games absolutely, but to build children's ability to manage time and use technology responsibly.

Efforts to maintain children's enthusiasm for learning require joint involvement between children, parents, and teachers. Parents need to provide assistance, set time limits for play, supervise the type of games, and maintain children's sleep patterns. Teachers need to create interesting learning while providing digital literacy so that children understand the benefits and risks of using technology. In the end, a balance between playing, learning, worship, resting, physical activity, and social interaction is the key so that online games can be placed as part of children's lives without sacrificing their educational and development goals.

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The author is aware that this article still has limitations, especially because the research uses a literature review approach and does not involve data collection directly in the field. Therefore, the author is open to constructive criticism and suggestions for further research improvement.

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