**THE IMPACT OF VIDEO GAMES ON READING ABILITY AS AN EARLY INDICATION OF DYSLEXIA**

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**Abstrak**

Tujuan penelitian ini dilakukan untuk mengetahui; faktor fisiologis dari dampak bermain video game terhadap kemampuan membaca sebagai indikasi dini disleksia, faktor intelektual dari dampak bermain video game terhadap kemampuan membaca sebagai indikasi dini disleksia, faktor lingkungan dari dampak bermain video game terhadap kemampuan membaca sebagai indikasi dini disleksia, dan faktor psikologis dari dampak bermain video game terhadap kemampuan membaca sebagai indikasi dini disleksia. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan deskriptif. Penelitian kualitatif melibatkan penggunaan teknik pengumpulan data seperti analisis dokumen, observasi, dan wawancara. Kemudian dianalisis menggunakan teknik analisis triangulasi. Metodologi analisis data dalam penelitian ini didasarkan pada model ‘Kemampuan Membaca’ yang diajukan oleh Lamb dan Arnold pada tahun 1976. Mereka menekankan bahwa kemampuan membaca memiliki empat faktor, yaitu faktor fisiologis, faktor intelektual, faktor lingkungan, dan faktor psikologis. Hasil penelitian menunjukkan bahwa dampak bermain video game dapat menyebabkan penurunan kemampuan membaca, hal ini disebabkan oleh faktor fisiologis di mana siswa mengalami masalah dengan penglihatan mereka. Hal ini dapat menandakan gejala awal disleksia. Faktor intelektual dalam bermain video game berdampak pada kemampuan intelektual mereka, namun jika tidak seimbang dengan proses belajar yang dilakukan melalui media tertulis, hal ini dapat menyebabkan masalah dalam menulis kata-kata yang mengakibatkan pemahaman huruf mereka mengganggu kemampuan membaca mereka. Dan jika dibiarkan tanpa penanganan, hal ini dapat menandakan disleksia. Faktor lingkungan dapat berdampak pada anak-anak yang bermain video game, yang dapat menyebabkan kurangnya kemampuan membaca pada anak-anak, yang berisiko dikategorikan sebagai gejala awal disleksia. Faktor psikologis anak-anak akibat bermain game dapat menyebabkan motivasi dan minat mereka dalam belajar membaca menurun, hal ini karena stabilitas emosional anak-anak terganggu hingga mereka dapat membatasi diri dalam berinteraksi dengan kelompok sebaya.

**Kata Kunci:** Kemampuan Membaca, Permainan Video, Disleksia

**Abstract**

The objectives of this study was conducted to know; physiological factors from the impact of playing video games on reading ability as an early indication of dyslexia, intellectual factors from the impact of playing video games on reading ability as an early indication of dyslexia, environmental factors from the impact of playing video games on reading ability as an early indication of dyslexia, and psychological factors from the impact of playing video games on reading ability as an early indication of dyslexia. This study used qualitative research with descriptive approach. Qualitative research involves the use of data collection techniques such as document analysis, observation, and interviews. Then analyzed using triangulation analysis techniques. The data analysis methodology for this study is based on the 'Reading Ability' model put forward by Lamb and Arnold in 1976. They emphasized that reading ability has four factors, namely physiological factors, intellectual factors, environmental factors, and psychological factors. The result showed that the impact of playing video games can cause a decrease in reading ability, this is due to physiological factors in which students experience problems with their vision. This may indicate early symptoms of dyslexia. The intellectual factor in playing video games has an impact on their intelligence abilities, however, if it is not balanced with the learning process carried out through written media it can cause problems in writing words which results in their understanding of letters interfering with their reading abilities. And if left untreated, this could indicate dyslexia. Environmental factors can have an impact on children playing video games which can lead to children's lack of reading ability which is at risk of being categorized as an early indication of dyslexia. Children's psychological factors resulting from playing games can cause children's motivation and interest in learning to read to decrease, this is because children's emotional stability is disturbed to the point that they can limit themselves in socializing with peer groups

**Keywords:** Reading Ability, Video Games, Dyslexia

1. **INTRODUCTION**

Dyslexia is a condition where an individual's learning ability is disrupted due to their helplessness in the learning process which is characterized by difficulty reading, writing or spelling. People with dyslexia will have difficulty identifying words, making those who experience it have cognitive disabilities. Dyslexia is included in the classification of language disorders which are categorized as Disorders of Understanding and Use of Language (WHO, 1980). According to WHO, dyslexia is a significant impairment in the acquisition of reading skills which is often associated with impairments in the acquisition of writing (Witruk & Wilcke, 2010).

The ability to read is a very important activity. It can help a person gain knowledge, improve language proficiency, and open their views to the wider world. At this time, with advances in technology, information and technology that are increasingly developing, it can be used to improve people's reading abilities. However, this progress can also have an impact on someone's setbacks from moving forward. In this context, technological advances in online video games can trigger addiction in someone who plays it. Addiction to online video games as a mental disorder included in the International Classification of Diseases (ICD-11), is characterized by impaired control over video games with increased priority given to other activities (WHO, 2018). As stated by Gentile et al, people who own electronic media are more likely to use it to play video games than to read books (Novrialdy, 2019).

The impact of addiction to video games can reduce motivation to study, resulting in neglect of tasks and can damage physical bodies such as the eyes and nerves system. This causes disruption of concentration when studying due to lack of enthusiasm and sleepiness due to staying up all night, which their only focus is no longer on the study material but on video games instead (Kurnada & Iskandar, 2021). This opinion proves that the effects of video games have an impact on a person's physical and intellectual health. Physical health such as damage to the eyes and nerves will impact a person's ability to visualize letters into words resulting in a decrease in the ability to understand the meaning contained which has an impact on reading ability.

Apart from that, there is a relationship between video game addiction and emotional regulation, according to Nurazmi et al, of 235 respondents only 147 were able to regulate emotions well, this can also have an impact on their ability to communicate with other people and their quality of life (Fahrizal & Irmawan, 2023). Quality of life is an individual's perception of their physical and psychological position in society, which is in harmony with existing values, culture, hopes, expectations and multidimensional perspectives of society (WHO, 2012). Dimensions of quality of life can be seen from environmental aspects related to a person's psychology. Background and experience at home are important points in the environmental aspect. Followed by social and economic factors. In this case, the importance of the role of parents in supervising children playing video games is crucial, otherwise, it will result on the child losing track of time, being difficult to manage, and having various consequences (Hermawan & Kudus, 2021). One of them is the child's lack of social interaction. With peers causes a decrease in the ability to socialize in society, and furthermore, his liking for certain video games gives rise to more efforts from an economic perspective, such as purchasing materials in video games.

From the explanation of environmental aspects, video game addiction apparently has an impact on psychology, such as changes in emotions due to constantly thinking about games that are often played. This addiction is caused by psychological need factors, namely entertainment and recreation, emotional coping, escaping from reality, fulfilling interpersonal needs and social needs, the need for achievement, providing happiness and challenges, and the need to be stronger (Lebho et al., 2020). Furthermore, Yusuf et al, said that teenagers have two factors that arise in them, namely external factors and internal factors, where external factors occur as a result of external factors such as the playmate environment and family dynamics in aspects of education, supervision and others, while internal factors occur in themselves, such as curiosity, self-control, and so on (Rahman et al, 2022). From this explanation, the environment has an impact on someone becoming addicted to video games, causing that person to experience emotional changes which result in a decrease in the value of their abilities due to a lack of motivation and interest in learning. Reduced motivation and interest in learning, one of which has an impact on reading ability (especially for children under 11 years old), indicates that the child can be considered dyslexic.

So, based on the explanation above, this study was conducted to know; physiological factors from the impact of playing video games on reading ability as an early indication of dyslexia, intellectual factors from the impact of playing video games on reading ability as an early indication of dyslexia, environmental factors from the impact of playing video games on reading ability as an early indication of dyslexia, and psychological factors from the impact of playing video games on reading ability as an early indication of dyslexia. This study is hoped can be useful for public research and can provide scientific information to develop knowledge that is useful for other parties in further study.

1. **METHOD**

This study used qualitative research with descriptive approach. This study was conducted on April 2025, located in Serang City at SDN Kaligandu. The types of data used in this study are primary data and secondary data. The primary data in this study come from interviews to the teachers and students. Meanwhile, secondary data come from books, journals, or reports issued by the government, such as notes regarding video games, reading ability, and dyslexia.

Qualitative research involves the use of data collection techniques such as document analysis, observation, and interviews. Then analyzed using triangulation analysis techniques. The implementation of data collection strategies and processes and data analysis processes is very important for the efficient and systematic implementation of this study. The data analysis methodology for this study is based on the 'Reading Ability' model put forward by Lamb and Arnold in 1976. They emphasized that reading ability has four factors, namely physiological factors, intellectual factors, environmental factors, and psychological factors (Rahim, 2008).

1. **RESULT AND DISCUSSION**

Global developments in technology in the field of video games are moving very fast. This progress is also felt by the Indonesian people as part of the world community. However, apart from having a positive impact, this development can have a negative impact on people, especially for children under 11 years of age in the learning process. Addiction to video games has a negative impact on children's mental health and has an impact on the learning process, one of which will have an impact on children's reading ability. Reading ability is one of the health categories of dyslexia. To find out this, a reading ability model approach was used which was put forward by Lamb and Arnold in 1976, consisting of four factors, namely physiological factors, intellectual factors, environmental factors and psychological factors (Rahim, 2008). Each of these factors will be discussed in more detail below.

Physiological Factors of the Impact of Playing Video Games on Reading Ability as an Early Indication of Dyslexia

These physiological factors include physical health, neurological considerations, gender, and fatigue. Some experts suggest that neurological limitations (for example various brain defects) and physical immaturity are factors that can cause children to fail in reading (Rahim, 2008). The physical health referred to in the context of this study is the impact of playing video games on children without limits which can damage their visual organs (eyes). For example, children who spend too long in front of a screen playing games have a high potential for damaging their vision (eyes), as many young children use vision devices in the form of glasses. Apart from that, spending too long in front of the screen causes eye fatigue so that the condition is not favorable for children to learn, especially learning to read.

The development of video games technology has become an attraction for school students to spend their time. The results of interviews with Kaligandu Elementary School teachers revealed that:

“... indeed, the development of gaming technology on cellphones makes students play games until they forget the time, this might be interesting for them to pass the time.” (results of interviews with English teachers at SDN Kaligandu on 7 April 2025 at 10:00 AM).

Apart from that, the effects of eye fatigue caused by playing video games can interfere with the learning process, especially developing students' reading skills. This is as expressed by the Mathematics teacher at SDN Kaligandu who said that:

“...the sense of sight is very important in aspects of life. The eyes absorb visual information and use it for learning activities. Students who tend to play games, especially those who don't limit themselves, can make their eyes tired. It is not surprising that there are students who wear glasses, even though they are still young. This also interferes with their learning, such as reading and writing, and they need to use tools.” (results of interviews with Mathematics teachers at SDN Kaligandu on 7 April 2025 at 08:30 AM).

From the results of the interview above, video games can have an impact on physical health, especially on eyesight. It has been proven that playing video games can make students lose track of time, become tired during learning hours, and result in decreased focus on their vision. It can be concluded that the impact of playing video games can cause a decrease in reading ability, this is caused by physiological factors where a student experiences problems with his vision. This may indicate early symptoms of dyslexia.

Intellectual Factors from the Impact of Playing Video Games on Reading Ability as an Early Indication of Dyslexia

The intellectual factor is a thinking activity that consists of an essential understanding of a given situation and responding to it appropriately. Regarding this, Wechester explains that intelligence is an individual's global ability to act according to goals, think rationally and act effectively towards the environment (Sukirno, 2009). Intellectual factors can help children to be alert, this is due to their quick understanding of the contents of books and improving their reading skills. The understanding possessed by young children is greatly admired. They can easily understand and imitate other people, whether in spoken or written form. With current technological developments, many young children sometimes understand the use of the latest technology better than their parents, such as playing video games. The comprehension abilities possessed by young children are sometimes used just to play video games. Children focus their intellectual abilities on video games, not balancing them by utilizing their intellectual abilities in learning processes such as learning to read by young children. This has the risk of causing interference with the child's reading ability.

In general, a child's intelligence does not completely determine whether a child is successful or not in reading. Instead, they are more likely to learn through playing video games which can help in their intellectual abilities. Based on the results of interviews conducted with teachers at SDN Kaligandu, they are as follows:

“...I see that usually children understand more about learning via YouTube or playing video games or maybe learning applications that they have, and they chat with each other and tell each other on what’s trending. It's really helpful when they are given a smartphone, because they might gain an understanding that their teacher hasn't taught them yet.”(results of interviews with English teachers at SDN Kaligandu on 7 April 2025 at 10:00 AM).

Added with other response:

“…yes that's correct. But I'm not sure they will learn via smartphone, unless their parents tell them to. The thing is, if they were introduced to this phone, the first application they would show would be something like watching YouTube or playing video games, right? On the contrary, their intelligence abilities are used to play video games rather than reading books.” (results of interviews with Mathematics teachers at SDN Kaligandu on 7 April 2025 at 08:30 AM).

From the results of the interview above, the use of technology in the learning process by children can be easier to understand. This trend is caused by cultural changes in accessing information, which can be obtained from social media such as YouTube and including playing video games. The positive thing about current technological developments for young children is that it can increase their insight from the videos they watch interactively. However, negative impacts will occur if it is not balanced with the learning process through books, it can result in children having difficulty writing, which in the end will have an impact on their reading ability. Therefore, it can be concluded that the intellectual factor in playing video games has an impact on their intelligence abilities, however, if it is not balanced with the learning process carried out through written media it can cause problems in writing words which results in their understanding of letters interfering with their reading ability. But if left untreated, this could indicate to dyslexia.

Environmental Factors from the Impact of Playing Video Games on Reading Ability as an Early Indication of Dyslexia

Reading ability is also influenced by environmental factors which include the child's background and experiences at home as well as social and economic factors.

**Children’s background and experiences at home**

The environment can shape a child's personality, attitudes, values and language skills. Conditions at home which are a miniature of society will also cause children to adapt to society (Rahim, 2008). Furthermore, parents who are warm, democratic, can direct their children to educationally oriented activities, like to challenge children to think, and like to encourage children as good preparation for studying at school (Rubin, 1993). Environmental factors based on the child's background and experiences at home, the role of parents for children in limiting playing video games and focusing children on the learning process can help improve reading abilities. On the other hand, if children are not supervised from the eyes of their parents when playing video games, it causes disruption in the learning process, this has an impact on the child's reading ability.

The role of parents in educating children is very important in shaping children's personalities, attitudes, values and language skills. In this context, the role of parents in supervising children playing video games is one way of educating. Supervising and limiting children from playing video games, and focusing children on learning are the keys to improving reading skills. Based on the results of interviews conducted with teachers at SDN Kaligandu, they are as follows:

“...as a parent, sometimes when I see my child having a tantrum it makes us dizzy, it's easiest to give him a cell phone, because it's practical for calming the child. Even though this is not an appropriate example. But, in my opinion, it would also be good to introduce technology such as games, this can also help children's development. However, we as parents and also as teachers need to limit its use, so that children or students don't lose track of time. Especially if you don't study. That could be detrimental to him, right?.” (results of interviews with Indonesian language teachers at SDN Kaligandu on 7 April 2025 at 09:00 AM).

Furthermore, the impact of playing games by children can cause adjustment to society. Especially in a family environment. Such as a lack of communication between children and parents. This is like the results of interviews with teachers at SDN Kaligandu, namely as follows:

“...there's no change in communication. Just the same. However, when playing these games, they tend to focus on the game. Even when playing, it's a bit difficult to communicate with students.” (results of interviews with English teachers at SDN Kaligandu on 7 April 2025 at 10:00 AM).

From the results of the interview above, the role of parents in educating children is an important factor, such as in supervising and limiting children from playing video games. Because it cannot be denied that video games can help in children's development. Supervising and limiting children from playing video games can be a child's learning process, and a factor in improving reading skills. On the other hand, children's tendency to play video games can also be to lose focus on their surroundings, this can be seen from the difficulty of communicating with them when they are focused on playing video games. So the result of being too focused on playing video games causes children not to want to learn. Therefore, the role of parents in educating children is important. So, it can be concluded that the child's background and experience based on the role of parents or teachers in educating related to supervising and limiting children from playing video games, has an impact on the child's learning process, one of which is improving reading ability.

**Social-Economy Factor**

Crawley and Mountain explained that socioeconomic factors, parents and neighbors are factors that shape a student's home environment, the higher the student's socio-economic status, the higher the student's verbal abilities (Sukirno, 2009). Basically, upper middle class parents will educate their children using electronic media such as using smart phone to educate their children. However, spending time talking to children, such as efforts to supervise and limit children from playing video games and providing examples of good language, can support children's language and intelligence development. Children who come from homes that provide many opportunities accompanied by a good parental role in directing the use of electronic media for playing games, will have high reading abilities. This is because the video games played tend to be educational video games.

From the explanation above, the higher the social status between parents and children, the better parents are at educating children through video games that are oriented towards educational games. Meanwhile, regarding economic status, the higher the status, the child can facilitate their learning process with good technology such as providing the internet, good electronic media, and so on. From the results of the writers' interviews with sources, namely teachers at SDN Kaligandu, they are as follows:

“...usually, we will reprimand students who bring cellphones to school, and tell parents to help us educate their children in using cellphones. The thing is, nowadays it seems like almost all students have cell phones. We as teachers cannot supervise them at home. Well, that should be the role of parents. At school we are clearly reprimanded, especially when it's not the right time, like in class. However, we do not prohibit them from using smartphone.” (results of interviews with Indonesian language teachers at SDN Kaligandu on 7 April 2025 at 09:00 AM).

“...if I look, there are still many students who don't bring cellphones to school. Maybe his parents forbid him from bringing a cellphone to school. This is good in my opinion. Because this child can focus in class. Those who bring cellphones to school also only use them to play games or TikTok. There is no use for studying.” (results of interviews with English teachers at SDN Kaligandu on 7 April 2025 at 10:00 AM).

From the results of the interview above, regarding social factors, Kaligandu Elementary School teachers will reprimand students if they are seen using cellphones inappropriately. Giving advice and giving directions to parents to supervise students, especially when playing games, is often done. However, this makes it easier for teachers to spend time outside of school by being able to communicate via WhatsApp groups. Apart from that, the role of parents in educating children in the good use of electronics can also be seen by prohibiting them from bringing smart phone to school. Meanwhile, regarding economic factors, it cannot be denied that the cellphones they use are connected to the internet and support the ability to play video games. However, children often use it not for the learning process, but rather for playing games and TikTok social media. So, it can be concluded that based on socio-economic factors, the use of electronic devices by students is only used to play games at school, this is due to the role of parents who allow children to bring electronic devices, which results in disruption of the child's learning process at school which indicates a decrease in their reading ability.

From the explanation above, the child's background and experience based on the role of parents or teachers in educating related to supervising and limiting children from playing video games, has an impact on the child's learning process, one of which is improving reading skills. Meanwhile, regarding socio-economic factors, the use of electronic devices by students is only for playing games at school, this is due to the role of parents who allow children to bring electronic devices, which results in disruption of the child's learning process at school which indicates a decline in children's reading abilities. So, based on this, environmental factors can have an impact on children playing video games which causes children's lack of reading ability which is at risk of being categorized as an early indication of dyslexia.

**Psychological Factors of the Impact of Playing Video Games on Reading Ability as an Early Indication of Dyslexia**

In terms of psychological factors, there are three elements that are the main factors in children's reading ability. In the context of psychological factors, the impact of playing video games on reading ability will be explained as follows.

**Motivation**

According to Sugihartono et al, motivation can be defined as a condition that causes or gives rise to certain behaviour and which gives direction and resilience to that behaviour (Rahim, 2008). Furthermore, Crawley and Mountain stated that motivation is something that encourages children to learn or take part in an activity. It is undeniable that motivation makes children enthusiastic about carrying out activities and studying harder. Providing encouragement to children is an important role for parents and teachers. However, technological tools make them careless about their activities. This is due to their laziness due to playing video games, causing reduced motivation to carry out learning activities.

**Interest**

Interest in reading is a strong desire accompanied by a person's strong efforts to read which will be manifested in his willingness to obtain reading material and then read it on his own conscience (Rahim, 2008). One of the reasons for the reduced interest in reading is from playing video games, this is because playing games is an activity that can dominate thoughts, feelings and behaviour. Usually this relates to widening the limits on the amount of time used or spent doing activities, which in this case is playing video games. This has an impact on children's interest in reading which can cause interference with their reading ability.

Based on the results of the writers’ interviews with Kaligandu Elementary School students regarding student motivation in learning, students are more likely to have an interest in playing video games than an interest in reading. This can be seen from the intensity of students in playing video games, where their parents can play video games without time limits. There are even students who play video games all night to pass the time. From this, it can be concluded that the impact of playing video games can cause students' interest in reading to decrease, which can have an impact on students' reading abilities.

**Social maturity, emotions, and personal adjustment**

Lamb and Arnold mention that in social, emotional, and adjustment maturity, there are three aspects that can be the cause, namely emotional stability, self-confidence, and the ability to participate in groups (Rahim, 2008). Regarding emotional stability, students who easily get angry, cry and overreact will have difficulty learning to read, on the other hand, students who easily control their emotions will find it easier to focus their attention on the text they read. In the aspect of self-confidence, children really need it, because if they lack self-confidence in the classroom, they will not be able to do the assignments given, on the other hand, students who are confident can easily do the assignments given. Meanwhile, the ability to participate in a group determines success in discussing the results of the reading, having the courage to express an opinion will result in many things related to the content of the reading, if you do not have the courage you will not get much experience.

In the context of this study, children's emotional stability when playing video games is often unable to control their emotions, by overreacting resulting in irritability, which can be caused by experiencing defeat when playing video games. Children's self-confidence as a result of playing games can form an introverted child's character, due to spending too much time playing games rather than interacting with their peers. This can have an impact on the ability to participate in the circle of friends, causing the child to be less sociable due to poor social skills. Regarding this, the results of interviews with SDN Kaligandu students are as follows:

“...yes, if you play Mobile Legends with someone who plays badly, you lose a lot, you get annoyed. I like to be scolded by my mother when I play angry. When I'm at home I prefer to play games, when I play with my friends I mostly play at school.” (results of interviews with 4th grade students at SDN Kaligandu, on 7 April 2025 at 08.00 AM).

“...no, because I rarely play games. I often play at home with my neighbors.” (results of interviews with 5th grade students at SDN Kaligandu, on 7 April 2025 at 10.00 AM).

From the results of the interview above, the emotional stability of children who often play video games is often unstable and irritable. Apart from that, there are students who spend more time just playing games than playing with their peers. This makes children become solitary or introverted personalities. Meanwhile, children who rarely play video games tend to get angry because they are not allowed to play video games. Their ability to socialize with children their own age, providing experiences gained with other children, raises children's self-confidence in groups of friends. So, based on research results, playing video games can have an impact on emotional stability, self-confidence and the ability to participate in groups. For children who often play games, it can disrupt emotional stability which can cause the desire to learn to read to be disturbed and can limit themselves from interacting with peer groups. On the other hand, children who rarely play games can regulate emotional stability so that it can give rise to the desire to learn to read and the ability to socialize with their friends.

Based on the research results above, the absence of restrictions on children playing video games by parents can cause children's learning motivation to decrease, and can have an impact on students' interest in reading, which results in students' reading abilities. In addition, playing video games can have an impact on emotional stability, self-confidence, and the ability to participate in groups. For children who often play games, it can disrupt emotional stability which can cause the desire to learn to read to be disturbed and can limit themselves from interacting with peer groups. On the other hand, children who rarely play games can regulate emotional stability so that it can give rise to the desire to learn to read and the ability to socialize with friends high peer. Therefore, it can be concluded that children's psychological factors due to playing games can cause children's motivation and interest in learning to read to decrease, this is because the child's emotional stability is disturbed to the point that they can limit themselves in socializing with peer groups. So, this relationship has the potential to disrupt children's learning to read as a result of playing video games, which has an impact on children's reading abilities that could be an early indication of dyslexia

1. **CONCLUSION AND SUGGESTION**

Theoretical research and analysis of field data resulted in the following conclusion: the impact of playing video games without limits on children's reading abilities (especially children under the age of 11) indicates that the child has dyslexia. Based on research results, the impact of playing video games can cause a decrease in reading ability, this is due to physiological factors in which students experience problems with their vision. This may indicate early symptoms of dyslexia. The intellectual factor in playing video games has an impact on their intelligence abilities, however, if it is not balanced with the learning process carried out through written media it can cause problems in writing words which results in their understanding of letters interfering with their reading abilities. And if left untreated, this could indicate dyslexia. Environmental factors can have an impact on children playing video games which can lead to children's lack of reading ability which is at risk of being categorized as an early indication of dyslexia. Children's psychological factors resulting from playing games can cause children's motivation and interest in learning to read to decrease, this is because children's emotional stability is disturbed to the point that they can limit themselves in socializing with peer groups. So, this relationship has the potential to disrupt children's learning to read as a result of playing video games, which has an impact on children's reading abilities which could be an early indication of dyslexia. Dyslexia is a neurological condition that cannot be completely prevented by avoiding games. If we are concerned about potential dyslexia or other disorders, consult a psychologist or doctor for appropriate advice.

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