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The Relationship between Online Game Playing Habits and Student Learning Motivation

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Abstract

This behavior of children playing online games is a cause for concern. Many students are more concerned with playing online games than school, so these students have low learning motivation. The purpose of this study was to determine the relationship between the habit of playing online games and the learning motivation of students in class VB SDN Cipayung Depok. This study uses a type of quantitative research with a correlational method. The research data was obtained using a questionnaire distributed to 30 students of class VB SDN Cipayung Depok obtained through purposive sampling technique. Based on the results of the calculation, the correlation coefficient = -0.965 with t count = -19.587 < t table = -2.048. The coefficient of determination shows that r2 = (0.965)2 = 0.932 meaning that 93% of student learning motivation is influenced by the habit of playing online games. From these data, it can be concluded that there is a significant relationship between the habit of playing online games and the learning motivation of fifth grade students at SDN Cipayung Depok.

Keywords: Online Games, Learning Motivation, Quantitative Research.

1 INTRODUCTION

For most people, play serves to relieve boredom, pass the time, or distract from activities. Meanwhile, play is a favorite activity of children. Children spend more time playing, because it is through play that children experience the pleasure and comfort of life without seeing the end result. For children, playing is their obligation as well as learning.

Play is an important element for children's physical, emotional, mental, intellectual, creative and social development (Sanditaria, Fitri, & Mardhiyah, 2012). During the developmental period of school-age children, the most popular games are competitive games. School-age children develop the ability to play games with rules (Desmita, 2008). By playing, children will learn to improve various capacities and potentials within themselves. Play becomes a kind of stimulus for children in increasing the ability of the brain to do various creations and at the same time improve the ability to socialize (Tameon, 2018).

Play is an activity that does not fade with time. The ever-evolving times foster an ever-changing cultural civilization. Not only the development of art and culture, but also the development of technology continues to grow. Changes not only occur in the social environment, but also in children's play patterns. Children's processes and games develop day by day.

The development in the 21st century as it is today is inseparable from the development of science, especially in the field of technology which is also growing rapidly, for example mobile phones and modern games for children to have fun at home thanks to the possibilities offered by mobile phones. The rapid development of technology on mobile phones has given rise to a new phenomenon called online gaming.

Online gaming has become one of the culture and daily activities of society. The culture of playing online games is a lifestyle that is favored by many people, especially the younger generation and even children at elementary school age, both in rural and urban areas (Ulya, Sucipto, & Faturohman, 2021). The number of internet users in Indonesia out of a total population of 262 million people, as many as 77.25% or 202 million people play games (APJII, 2022).

Online games are currently being widely used. Not only adults, even elementary school children have played online games. Elementary school-age children are still vulnerable to negative things that exist in their daily lives (Mertika & Mariana, 2020).

Online games themselves have both positive and negative impacts. The positive impacts of online games include being able to train the processing of spatial information on the screen, players can develop their visual-spatial skills, and experience increased hand-eye coordination and increased manual dexterity. quickly Playing online games can also develop leadership and group management skills, develop optimism, and the ability to balance frustration and fear in adaptive ways (Utami & dkk, 2020).

Much worse, the habit of playing online games can lead to addiction. Addiction to online gaming can be seen from several symptoms. Students play online games all day, and often play for long periods of time (more than three hours), tend to be tireless and irritable when prohibited, sacrifice social activities, and do not want to do other activities, and want to reduce their dependence but cannot (Adiningtiyas, 2017).

The habit of playing online games is addicted to games experiencing poor academic performance because it spends a lot of time in front of a computer monitor screen or cellphone to play so that it makes achievement decrease in children. As is the case in the findings that researchers obtained during observations at SDN Cipayung Depok in class V, various problems were found by students, namely when the teaching-learning process took place students were less enthusiastic about participating in learning.

Students talk about online games more often than discussing or discussing learning materials, so students do not pay attention when the teacher is explaining the learning material and if given questions students are less active and tend to be silent. During break time students also talk about online games and imagine as if the student is a character in the game. In addition, when learning is back underway students make plans to play games together after school, so students forget to do homework and bring textbooks because they are busy playing online games so they don't prepare themselves to learn.

This behavior of children playing online games has led to concerns from parents and teachers, who believe that it is adversely affecting their academic performance and social behavior. Ideally, a student should prioritize school over playing online games so that the student has a positive attitude towards school. But in reality, there are still many students who prioritize playing online games over school, so that these students have low learning motivation (Theresia, Setiawati, & Ni Putu Sudiadnyani, 2019).

Learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible learning outcomes. Learning motivation will encourage the spirit of learning in students and conversely the lack of learning motivation will weaken the spirit of learning which will also affect student learning outcomes. A student who learns without motivation will not get maximum results, seen from the learning activities of students in the classroom when taking lessons.

Learning motivation plays a big role in the success of a student. Learning results will be optimal if there is learning motivation. The more appropriate the motivation given, the better the learning results will be. Thus motivation always determines the intensity of learning efforts for students (Andriani & Rasto, 2019). So, learning motivation is an encouragement that comes from within a person that causes that person to have a strong desire to learn a certain thing in order to be able to change his mindset and behavior.

Based on the scores given by the fifth grade teacher of SDN Cipayung Depok, it is known that the students' scores are also unsatisfactory. This means that the average student score is not far from the KKM. In the first Midterm Assessment (PTS) in the 2022-2023 school year, the average student scores were as follows:

Table 1: Midterm Examination Score of Fifth Grade Students of SDN Cipayung Depok

Knowledge Assessment (KI 3)						
Subjects	Math	IPA	IPS	SBdP	Civics	Bahasa Indonesia
Class Average	70.00	71.73	66.00	68.00	72.83	79.33

It is known that one of the causes of unsatisfactory grades or average grades of students in class V SDN Cipayung Depok is due to their passion for playing online games. So that it causes low student learning motivation which is characterized by low or unsatisfactory grades or average student grades in class V SDN Cipayung Depok.

Based on the data above, the researcher wants to conduct a study on the relationship between the habit of playing online games and student learning motivation in class V SDN Cipayung Depok.

2 RESEARCH METHODS

This study uses a type of quantitative research with a correlational method. In this study there are 2 variables used, namely the independent variable and the dependent variable. The independent variable in this study is the habit of playing online games. While the dependent variable in this study is learning motivation. The research design used in this study is as follows:

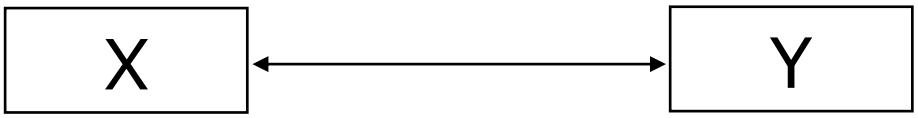

Figure 1. Research design

Description:
X is the Free Variable (Habit of Playing Online Games)
Y is the dependent variable (learning motivation)

The sample of this study used purposive sampling technique. The research instrument used in this research is a questionnaire. Where the questionnaire or questionnaire is arranged based on the research variables. Each research variable uses 1 questionnaire or questionnaire. Each research variable instrument uses a questionnaire distributed to 30 students of class VB SDN Cipayung, Depok.

The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. The Likert scale used in this study is a minimum score of 1 and a maximum score of 4, because it will be known exactly what the respondent's answer is, whether it tends to agree or disagree.

3 RESULT AND DISCUSSION

Data on the habit of playing online games was obtained from a questionnaire distributed to 30 students of class VB SDN Cipayung, Depok. The overall score obtained from variable X, namely the data on the habit of playing online games, amounted to 2441, with the highest score of 104 and the lowest score of 55 and a range of 49. From this amount, an average (mean) of 80.83 median 82.27 mode 84.5 and standard deviation 12.79 were obtained. The frequency distribution table of online gaming habits data can be seen below:

Table 2. Frequency Distribution of X Variable Data

No.	Class	F_i	X_i	$F_i .X_i$	X_i^2	$F_i .X_i^2$	Real Limit
1	55-64	5	59,5	297,5	3540,25	17701,25	54,5 - 64,5
2	65-74	3	69,5	208,5	4830,25	14490,75	64,5 - 74,5
3	75-84	9	79,5	715,5	6320,25	56882,25	74,5 - 84,5
4	85-94	8	89,5	805,5	8010,25	72092,25	84,5 - 94,5
5	95-104	5	99,5	398,5	9900,25	39601	94,5 - 104,5

Overall, the scores obtained from variable Y, namely student learning motivation data, totaled 2619, with the highest score of 102 and the lowest score of 69 and a range of 33. From this amount, the average (mean) 86.93 median 86.80 mode 86.4 and standard deviation 7.95 were obtained. The frequency distribution table of student learning motivation data can be seen below:

Table 3. Frequency Distribution of Y Variable Data

No.	Class	F_i	X_i	$F_i .X_i$	X_i^2	$F_i .X_i^2$	Real Limit
1	69-75	3	72	216	5184	15552	68,5 - 75,5
2	76-82	4	79	316	6241	24964	75,5 - 82,5
3	83-89	13	86	1118	7396	96148	82,5 - 88,5
4	90-96	6	93	558	8649	51894	89,5 - 96,5
5	97-103	4	100	400	10000	40000	96,5 - 103,5

After the calculation for variable X is obtained L count of 0.088, if consulted with the Lilliefors table at the significance level = 0.05 and N = 30 obtained Ltabel = 0.161, thus H0 is accepted because L count is smaller than Ltabel (0.088 < 0.161). So it can be concluded that the data on variable X is normally distributed.

Table 4. Normality Test Results of Variable X

N	α	L_{count}	L_{tabel}	Decision
30	0,05	0,088	0,161	H_0 accepted

After the calculation for variable Y is obtained L count of 0.094, if consulted with the Lilliefors table at the significance level = 0.05 and N = 30 obtained Ltabel = 0.161, thus H0 is accepted because L count is smaller than Ltabel (0.095 < 0.161). So it can be concluded that the data on variable Y is normally distributed.

Table 5. Y Variable Normality Test Results

N	α	L_{count}	L_{tabel}	Decision
30	0,05	0,094	0,161	H_0 accepted

The following is a graph of the relationship between variable X and variable Y resulting in the equation $\tilde{Y} = 137.757 - 0.620X$, meaning that if the habit of playing online games (variable X) increases by one unit, then student learning motivation (variable Y) will decrease by 0.620 or 62%, it can be seen in the graph below.

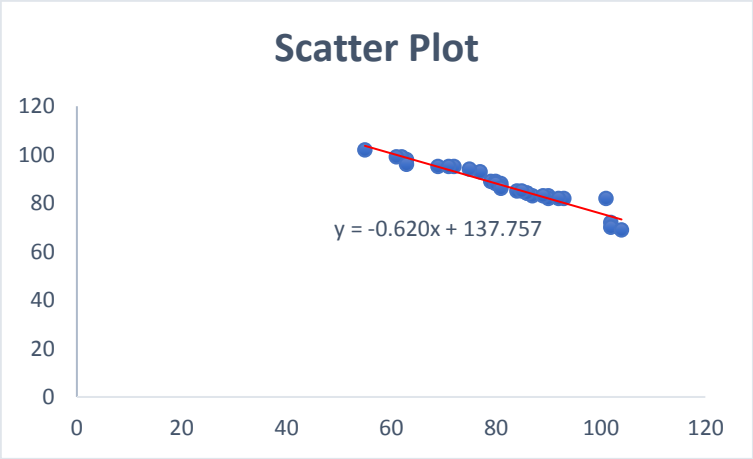

Figure 2. Linearity graph

Linearity testing using the F test and the hypothesis is as follows.

H_0 : linear data

H_1 : data is not linear

If Fhitung < Ftabel then the data is linear or H0 accepted. Meanwhile, if Fhitung > Ftabel then the data is not linear or H1 is accepted.

The results of the linearity test calculation F counted 0.37. When consulted with Ftabel at the 0.05 significance level with dk (21.7), Ftabel is obtained at 4.34. Thus H0 is accepted because F count < Ftabel (0.37 < 4.34).

Table 6. Linearity Test Results of X and Y Variables

N	α	dk	F count	F tabel	Decision
30	0,05	(21,7)	0,37	4,34	H_0 accepted

The results of the calculation of the number of X variable scores and Y variable scores are entered into the Product Moment correlation formula to correlate the two scores. Thus obtained rxy = -0.965 to determine the strength of the relationship, the correlation coefficient is consulted in the product moment correlation table at the 0.05 confidence level and N = 30 obtained rtabel 0.361.

The negative sign (-) indicates the opposite direction of the relationship, which means that if the online gaming habits variable is high, the student learning motivation variable is low or vice versa. This means that H0 is rejected and H1 is accepted, meaning that there is a relationship between the habit of playing online games and student learning motivation.

Table 7. Product Moment Correlation Test Results

N	α	r count	r tabel	Decision
30	0,05	-0,965	0,361	H_1 accepted

Furthermore, the correlation analysis is continued by determining the coefficient of determination to find out how much the contribution of the habit of playing online games to the student learning motivation variable is 93%.

After the calculation is obtained t count of -19.587, if consulted with ttabel with N = 30, significance level = 0.05 and dk (n-2) = 28 obtained ttabel of 2.048. Thus, consulted with the test criteria, -19.587 < -2.048. From these data it can be concluded that there is a

significant relationship between the habit of playing online games with student learning motivation.

3 CONCLUSION

Data on online gaming habits variables have an average (mean) of 80.83 median 82.27 mode 84.5 standard deviation 12.79 variance 163.678 range 49, lowest data 55 and highest data 104. Data on student learning motivation variables have an average (mean) of 86.93 median 86.80 mode 86.4 standard deviation 7.95 variance 63.305 range 33, lowest data 69 and highest data 102.

Based on the results of the data analysis prerequisite test, it is known that the normality test in this study on variable X obtained L count < Ltabel (0.088 < 0.161) then the data is normally distributed . Variable Y obtained L count < Ltabel (0.094 < 0.161) then the data is normally distributed. Then the results of the linearity test obtained the equation $\hat{Y}$ = 137.757 - 0.620X and obtained F count < Ftabel (0.37 < 4.34) then variable X with variable Y can be said to be linear.

In hypothesis testing, a correlation of -0.965 was obtained, which means that there is a negative and very strong relationship. Based on the test of the coefficient of determination (R2) the contribution of the habit of playing online games to the student learning motivation variable is 93%.

The calculation results produce t count = -19.587 and ttabel = 2.048 Thus consulted with the test criteria then -19.587 < -2.048. From this data, it can be concluded that there is a significant relationship between the habit of playing online games and the learning motivation of fifth grade students at SDN Cipayung Depok.

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