

The Relationship Between Playing Online Game Habits to Learning Motivation of VII Grade Male Students at SMPN 4 Tumijajar, Tulang Bawang Barat District

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Abstract: This study aims to determine the relationship between playing online game habits to learning motivation in VII grade male students of SMPN 4 Tumijajar, Tulang Bawang Barat District on Odd Semester, Academic Year 2020/2021. This research uses quantitative methods. The population and sample in this study are male students in VII grade male who play online games.

Data collection in this research uses questionnaires, then data processing uses Microsoft Excel application. The results showed that (1) Playing online game habits in VII grade of SMP 4 Tumijajar was in the high category. (2) The learning motivation of VII grade students of SMP 4 Tumijajar was in the medium category. (3) There was a positive and insignificant relationship between playing game habits to learning motivation of VII grade students at SMP 4 Tumijajar. With the large contribution of playing game habits (X) with the variable of student learning motivation (Y) of VII grade students at SMP 4 Tumijajar was 7.84% and the remaining 92.16% was influenced by other factors not discussed in this study.

Keywords: Learning motivation, Playing online games

I. INTRODUCTION

Nowadays is an era of globalization. The era of globalization is an era where advances in science, technology, transportation make human life without any restrictions. Globalization allows people in various parts of the world to communicate. Globalization allows the exchange of information, both positive and negative information. Access to information and communication at this time can be done easily through social media. One form of technological advancement, information and communication is the existence of smartphones. Smartphones have also spread from urban to rural communities. Smartphones have been enjoyed by many people and ages. Not only adults are able to master the use of smartphones, but children at school age are already proficient in using smartphones both for recording videos, watching videos, social media, and playing games.

The use of smartphones is currently reaching school-age children and of course it will have a negative impact on these children if they use the smartphone without the supervision and assistance of their parents. One form of using a

smartphone is to play online games. Online games are game applications that can be played with a smartphone and connected to an internet network. Lately playing online games is a growing trend. This can be proven by the million number of online game downloads on the play store and app store which become a place to download applications for the android and iOS operating systems. In addition, matches between online game players are often held, starting from local and global levels, which indicates that there are many online game lovers.

Playing online games can have both positive and negative impacts. The positive impact of playing online games is that it can reduce stress, it can make decisions more quickly and accurately, it can help reduce pain, make new friends, and able to use english. The negative impacts of playing online games are excessive addiction, eye damage, laziness, distraction, and sleep deprivation. (Masya and Candra, 2016: 9).

One of the negative impacts of playing online games excessively on students is a decrease in learning motivation. Learning is a series of mental and physical activities to obtain a change in behavior as a result of individual experiences in interaction with their environment concerning cognitive, affective, and psychomotor. In learning, humans experience the process themselves from not knowing to knowing. (Sardiman, 2012: 74). In the learning process, motivation is needed, because those who do not have motivation to learn may not do learning activities. Learning motivation can be defined as (1) the impulse that comes from a person will consciously or unconsciously take action with a specific goal, (2) efforts that can make a person or group of people do something in order to achieve the desired goal. (Asrori, 2007: 183).

Students who are highly motivated in learning have the characteristics such as (1) persistence in learning and assignments, (2) persistence in facing difficulties, (3) showing an interest in learning, (4) independence in learning (Sardiman, 2012: 83). Students who have high learning motivation will show a determined, resilient attitude, and a very high interest in learning and doing the assigned assignments. Learning

motivation is needed by students to obtain good learning achievement.

Based on observations at SMPN 4 Tumijajar, the researcher found that male students in VII grade did not do the homework given by the teacher on the grounds that they forgot because they played online games. When the learning process takes place, students are not able to answer questions given by the teacher regarding the subject matter that has been explained because students are more interested in discussing online games with their friends. In addition, they admit that for the sake of playing online games, they are willing not to snack at school so they can pay for the wifi network in their neighbor to play online games. If this is neglected continuously, it is very possible that learning activities in class VII SMPN 4 Tumijajar will not run well, besides that the goals of national education will not be achieved. Therefore, the researcher assume that there is a positive and significant relationship between playing games habit and learning motivation of VII grade students at SMP 4 Tumijajar (H_1).

Starting from this fact, the researcher intends to conduct research with the title of the relationship between playing online game habits to learning motivation of VII grade students at SMPN 4 Tumijajar, Tulang Bawang Barat District.

II. RESEARCH METHOD

This research method is a type of quantitative research using a descriptive correlational approach. This study is correlational because this study seeks to investigate the correlation between playing online game habits as the independent variable (X) and learning motivation as the dependent variable (Y).

The population in this study amounted to 22 male students of VII grade at SMPN 4 Tumijajar who have the habit of playing online games. Researchers used a purposive sampling system, which is a sampling technique with special considerations so that it is worthy of being sampled (Prasetyo, 2006: 135). In determining the size of the study sample, researchers are guided by the opinion of Arikunto (2006: 107) who said that "The population is less than 100, it's better to take all, if the study population reaches more than 100 people then can be taken between 10%-15% or 20%-25%". In accordance with these guidelines, the researcher drew a sample of 22 students of VII grade at SMPN 4 Tumijajar who had the habit of playing online games.

The instrument in this study is a questionnaire consisting of 20 question items for the variable playing online game habits (X) and 20 question items for the learning motivation variable (Y). The research instrument given to the respondents has passed the validity and reliability test. The instrument validity test is carried out on 15 students of SMPN 4 Tumijajar outside of the research sample. This research instrument test uses the validity of the product moment correlation formula using the Microsoft Excel application.

III. RESULT AND DISCUSSION

This research was conducted at SMPN 4 Tumijajar, Tumijajar Sub-district, Tulang Bawang Barat District for odd semester, academic year 2020-2021. Respondents in this study were male students of VII grade, totaling 22 students. The number of questions on the questionnaire given to respondents was 40 questions. The questionnaire consisted of 20 question items for the variable playing online game habits (X) and 20 question items for learning motivation variable (Y). The frequency level of each variable was categorized into very low, low, medium, high, and very high. The category was calculated using the following formula:

$$\begin{aligned} \text{Interval} &= \frac{\text{The total of highest score} - \text{The total of lowest score}}{\text{The total of category}} \\ &= \frac{80-20}{5} \\ &= 12 \end{aligned}$$

The category of the frequency level of each variable can be seen in the following table:

Table 1. Data Frequency Category for Each Variable (X&Y)

Interval	Category
68-80	Very High
56-67	High
44-55	Medium
32-43	Low
20-31	Very Low

The following was a data presentation of playing online game habits (X) obtained from the results of research that had been carried out on VII grade male students at SMPN 4 Tumijajar.

Table 2. Frequency Distribution of Variable X Data (Playing Online Game Habits)

Interval	Frequency	Category	Percentage
68-80	2	Very High	9,09
56-67	12	High	54,55
44-55	8	Medium	36,36
32-43	-	Low	-
20-31	-	Very Low	-

Based on the above categorization, it showed that playing online game habits in VII grade male students at SMPN 4 Tumijajar was in the very high category of 9.09%, 54.55% was in the high category, and 36.36% was in the medium category, and 0% was in the low and very low category.

So it can be concluded that the X value was obtained with the highest frequency (12 respondents) who were in the 56-67 interval with a percentage of 54.55%, which means that playing online game habits in VII grade male students at SMPN 4 Tumijajar was in the high category.

Next was learning motivation variable data (Y) obtained from the results of research that had been conducted on male students of VII grade at SMPN 4 Tumijajar.

Variable Data Frequency Distribution Y (Student Motivation)

Interval	Frequency	Category	Percentage
68-80	2	Very High	9,09
56-67	6	High	27,28
44-55	14	Medium	63,63
32-43	-	Low	-
20-31	-	Very Low	-

Based on the above categorization, it showed that learning motivation of male students in VII grade at SMPN 4 Tumijajar was in the very high category of 9.09%, 27.28% was in the high category, and 63.63% was in the medium category, and 0% was in the low and very low category.

So it can be concluded that the Y value was obtained with the highest frequency (14 respondents) who were in the 44-55 interval with a percentage of 63.63%, which means that the learning motivation of the VII grade male students at SMPN 4 Tumijajar was in the moderate category.

Before doing the analysis and drawing conclusions in this research, first the data that had been obtained was tested for data normality first. Data on playing online game habits (X) was normally distributed on the results of the data normality test. This was based on the calculation of data normality that had been done and the variable of playing online game habits (X) obtained the count value between -1 and +1, where the value of the data normality on the variable of playing online game habits (X) was -0.08. While the data of learning motivation variable (Y) was normally distributed on the results of the data normality test. This was based on the calculation of the data normality that had been carried out and learning motivation variable (Y) value was between -1 and +1, where the value of the normality of learning motivation variable data (Y) was 0.69.

To determine the relationship between the variables of playing online game habits (X) and learning motivation (Y), the researchers calculated the correlation index numbers using the product moment formula with the help of Microsoft Excel. Based on the calculations that have been done, the correlation index in this study was 0.28. It can be interpreted in the r table at the level of $\alpha = 5\%$ where $df = N-2$, namely $df = 22-2 = 20$. Obtained r-table value of 0.423, it can be said that there was a positive relationship between the two variables of this research. The correlation value can be interpreted against the strength of the relationship between these two variables, the guideline table was used as follows :

The amount of "r" product moment (r_{xy})	Interpretation
0,90 – 1,00	Very strong positive relationship
0,70 – 0,90	Strong positive relationship

0,40 – 0,70	Medium positive relationship
0,20 – 0,40	Low positive relationship
0,00	No relationship
(-0,20) – (-0,40)	Low negative relationship
(-0,40) – (-0,70)	Medium negative relationship
(-0,70) – (-0,90)	Strong negative relationship
(-0,90) – (-1,00)	Very strong negative relationship

Furthermore, to find out how much contribution (percentage) of playing online game habits (X) to student learning motivation (Y), it used the formula of determination coefficient and the value of the determination coefficient was 7.84%. This showed that the amount of the contribution of variable X (playing game habits) to variable Y (student learning motivation) at SMPN 4 Tumijajar was 7.84% and the remaining 92.16% was influenced by other factors not discussed in this study.

Furthermore, to calculate the significance of the relationship between the two variables used t test and obtained t-count 1.36. t table at a significant level of $5\% = 2.09$. It turns out that $t \text{ count} \leq t \text{ table}$ where $t \text{ count} = 1.36 \leq t \text{ table} = 2.09$, then H_1 was rejected and H_0 was accepted. This means that there was a positive and insignificant relationship between playing game habits and learning motivation of VII grade male students at SMP 4 Tumijajar.

Based on the results of the tests that have been carried out, it can be concluded that there was a positive and insignificant relationship between playing game habits and learning motivation of male students in VII grade at SMP 4 Tumijajar. This section will explain the discussion of each research variable.

In the aspect of playing online game habits for male students of VII grade at SMPN 4 Tumijajar, the results of the analysis showed that playing online game habits in VII grade male students at SMPN 4 Tumijajar was in the high category with a percentage of 54.55%.

Playing online game had both positive and negative impacts. The positive impact of playing game was that it can relieve stress, can train cooperation, increase concentration and motivate students (Pitaloka, 2017: 10). This can be realized if the intensity of playing online game was not excessive. Playing online game excessively can cause addiction and can waste time that could otherwise be used for other things, such as worship, studying, exercising, helping parents, and so on. If someone was already addicted to online games, he will consider other activities was not as important as playing online game. Price (2011: 89) stated that game addiction causes a person to be unable to develop their abilities or skills in dealing with other people so that their social relationships and interactions with family, friends, and people around them become less good and they cannot gain knowledge or experience decreased academics. Based on this description, it can be seen that playing online games excessively will have a

negative impact on students social interaction, decreased academic achievement and decreased motivation to learn.

In the aspect of student motivation of VII grade at SMPN 4 Tumijajar was in the medium category with a percentage of 63.63%. Learning motivation was the driving force contained in humans to cause learning activities so that the desired goals were achieved. (Djamarah, 2011). Students who were motivated in learning will continue to work even though the teacher leaves the classroom, do additional assignments, do not want to waste time, actively do school work outside of class hours and look for activities related to learning. Sardiman (2012: 83). Based on the results of the research that had been done, the learning motivation of male students in VII grade at SMPN 4 Tumijajar who played online games was in the medium category, this indicated that guidance was needed to increase student motivation so that their learning achievement can increase and learning objectives in school can be achieved.

Based on the results of research regarding the relationship between playing online game habits to student learning motivation, there was a positive and insignificant relationship between playing game habits to learning motivation of VII grade students at SMP 4 Tumijajar. So it can be concluded that the level of student motivation was not fully influenced by the habits of students playing online games.

IV. CONCLUSION

1. Playing online game habits in VII grade male students at SMP 4 Tumijajar was in the high category.

2. Learning motivation in VII grade male students at SMP 4 Tumijajar was in the medium category.
3. There was a positive and insignificant relationship between playing game habits to learning motivation of VII grade male students at SMP 4 Tumijajar. With the large contribution of playing games habits (X) to the variable of student learning motivation (Y) of VII grade students at SMP 4 Tumijajar was 7.84% and the remaining 92.16% was influenced by other factors not discussed in this study.

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