THE INFLUENCE OF THE HABIT OF PLAYING ONLINE GAMES ON THE LEARNING

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ABSTRACT

The objective of this research was to findout the effect of online gaming habits on student,s learning outcomes in class X of social sciences in economics subject at SMA Negeri 1 Tapa, Bone Bolango Regency, It employed a quantitative method with a sample of 66 students. At the sama time, the data analysis used in this research was a simple linear regression analysis assisted by IBM Statistics SPSS 26.0 program. The research findings signified that the variable of online gaming habits partially had a negatif and significant effect on students' learning outcomes in class X of social Sciences at SMA Negeri 1 Tapa, the results of this research obtainet a coefficient of determination (R^2) of 0.169, meaning that the effect of online gaming habbits variabel on students' learning outcomes at SMA Negeri 1 Tapa was 16.9%. in contrast, the remaining 83.1% was affected by other variables that contribute to students' learning outcomes at SMA Negeri 1 Tapa, which were not examinet in this research.

Keywords : Online Gaming Habbits, Students' Learning Outcomes

INTRODUCTION

Technology is currently developing rapidly, so that it can help humans do their work more easily. Smartphones are one of the most popular technologies today. Currently, smartphones are not only used by adults but also used by children. Not only can it be used for communication, but smartphones can also be used to help children learn, with smartphones children can access information about school learning materials via the internet. Mobile phones equipped with features such as a document viewer can help students learn material in the form of e-books or PDF files in a portable way. However, there are also many children who play online games on their cellphones.

According to Firdaus et al. (2018), online games are a form of electronic games that are connected to the internet and played via computers, smartphones, game consoles, laptops and other game devices, and are multiplayer or can be played by many users simultaneously. This new game differs from the old game in that it can be played by more people. Currently, with advances in technology, especially the internet, information and communication can be accessed and shared more quickly

The results of the 2019-2020 Indonesian Internet Service Providers Association survey found that 196.71 million Indonesians, or 73.7% of Indonesia's total population of 266.91 million people access the internet. Online videos account for 49.3% of all content accessible on the internet, and 16.5% of users play online games. (APJII, 2019-2020).

After conducting direct interviews with 10 students from various classes, the researcher found a number of facts based on the findings of the initial research that the researcher had previously conducted on class X IPS students at SMA Negeri 1 Tapa, Bone Bolango Regency. Some students put off doing their homework at home every day, and when they finally do it, they justify it by saying that because they neglect to complete their work and often turn it in late, it will also have an impact on student learning outcomes.

The results of studying economics for class X IPS students were found to be 66 students with a minimum completeness criterion score (KKM) of 73, students or 60.6% scored > 73 (above KKM), while 26 other students. students (39.4%) still score below the KKM or have not finished studying. This information is based on the findings of researchers at SMA Negeri 1 TAPA. From the evaluation of learning outcomes obtained by the researchers above, there are still many students who have not met the KKM standard scores, this is because students too often use smartphones at home to access online games or other social media so that students do not study optimally to take semester exams so they still many scored below the KKM.

Based on the background above, the researcher is interested and wants to know more deeply to conduct research with the title "The Influence of Online Game Playing Habits on Learning Outcomes".Based on the background and identification of the problem, the researcher formulated the problem formulation in this study as follows: Is there an effect of the habit of playing online games on student learning outcomes. The purpose of this study was to determine the influence of the habit of playing online games on student learning outcomes.

LITERATURE REVIEW
Student Learning Outcomes
  Learning outcomes are the competencies and skills possessed by students after participating in learning (Molstad & Karseth, 2016). Learning is a relatively long-lasting change in behavior caused by previous experience or by purposeful or planned learning (Sumantri, 2015).
  Student learning outcomes according to Susanto (2016: 5), are skills that children acquire after carrying out learning activities. In accordance with Jamil S. (2016), learning is a deliberate process by which people achieve certain behavioral changes that can be observed or not as experience (practice) in their interactions with the environment.
From the several definitions of learning given above, it can be concluded that learning is a deliberate change in behavior carried out by people to acquire new knowledge, abilities, and attitudes to carry out a series of activities towards the development of the whole human person. With indicators according to Sudjana, 2016: 22-23, following Bloom's classification of learning outcomes, which broadly group them into three domains: a) cognitive domain, b) affective domain,. c) psychomotor domain.
The habit of playing online games
  The meaning of the word habit means repetition, or even often done at different times and places. Practicing habits is closely related to behavior. Habits are behaviors that people often express in certain situations or when certain conditions arise The word "habit" comes from the word "ordinary" which means repetition or often done even though at different times and in different places. Habits that are carried out are inseparable from values. Habits are behaviors that are often expressed by people in certain situations or when certain conditions arise. Habits can appear in real behavior, such as greeting and smiling, or in intangible behavior, such as thinking, feeling, and acting. Attitudes and daily behavior such as those related to social interaction, obeying rules, learning, and how a person responds to certain circumstances such as illness, taking exams, talking to teachers or parents, experiencing fear, etc. (Nurfirdaus & Risnawati 2019: 19). In addition, according to Albab (2018: 20), habit is a behavior or substance that is often carried out and can cause positive emotions from someone. Based on this definition, we can conclude that habit cannot be separated from behavior because behavior is an action or activity of the human being himself which if done every day and repeatedly regularly and trained will eventually become automatic and irreversible so that it will form a habit. Thus, the habit of playing online games is the action taken or the essence of certain types of computer games. in the form of online games that are often played and can make someone happy in doing something.
  According to Misnawati (2016:1) Online game is an activity that is carried out for entertainment or pleasure and has rules so that someone wins and other loses. The online game environment is designed in such a way that it resembles the actual situation in the real world. Games that should be used as a medium for playing and refreshing thoughts are made into human psychological needs, they become something that drowns players when their use is no longer what it should be. Online games are electronic games that can only be played on devices that are connected via the internet, allowing users to connect with other players who also access the game simultaneously (Kusumawardani 2015: 3).

Online game is a learning service or model designed by the teacher as a learning service technique created in order to increase motivation and enthusiasm in the learning process. The quality of service greatly influences where a service is implemented, including in the world of education. In this result, the learning process both in the classroom and outside the classroom, both in formal and non-formal education. Service quality has an influence on learning outcomes (Darawong & Widayati, 2021). Based on the above understanding, it can be understood that gaming is an activity that is carried out for entertainment or pleasure and online games are games that require players to be connected to the internet and have certain rules so that someone wins and someone loses. A student must connect his smartphone to the internet network to play games. Risye (2021:18) lists three indicators of playing online games, including:

1. Place to play online games. The place to play online games is a place that is usually done to play online games, where it is usually done like in an warnet, PS rental places, at home or in cafes, which makes them comfortable to play games with their friends.
2. Time in playing online games. Playing online games may take a lot of duration; most people duration 4 to 8 hours a day doing it. When they come home from school or during breaks from school, when they have a lot of free time, students usually play online games.
3. Types of online games. The types of online games that students play have a big impact on their playing habits because these types of games make students interested and curious about the game, making them continuously play the game.

RESEARCH METHODS

The approach used in this study is quantitative, according to Sugiyono (2019: 17) Quantitative method is defined as a research method based on positivist philosophy, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical , with the aim of testing the hypotheses that have been set. This study uses a simple linear regression analysis that looks at the effect of one independent variable and one dependent variable. The population in this study were all students in SMA Negeri 1 Tapa with a total of 66 students. Data collection techniques used in this research are observation, questionnaires (questionnaire), documentation. Data analysis techniques using descriptive statistical analysis and non-parametric analysis.

RESULTS AND DISCUSSION

The data obtained and analyzed is the score from the online game playing habit questionnaire and the student learning outcomes are the documentation of the PAS scores. Based on the variable data of habit of playing online games (X), the general frequency distribution can be arranged as follows:

Table 1. Frequency Distribution of Online Game Playing Habits (X)

No.	Interval score	Criteria	Frequency	
			F	%

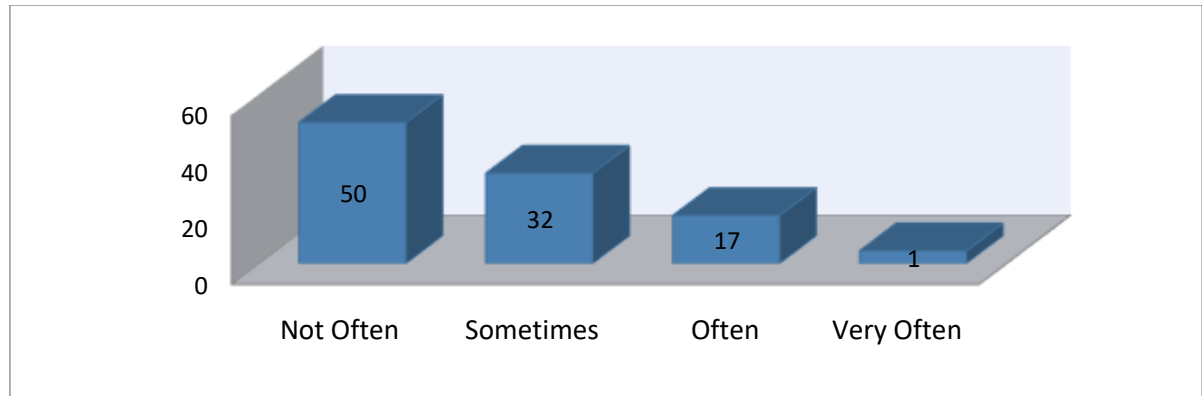| 1 | 30 -50 | Not often | 33 | 50 |
2	51- 71	Sometimes	21	32
3	72 -92	Often	11	17
4	92 -111	very often	1	1
Total			66	100

Figure 1: Variable Distribution Diagram of Online Game Playing Habits

Based on table 1 and the bar chart of the habits of playing online games, it is known that the highest frequency of choosing not often answers is in the range of 30-50 with a total of 33 students who are less interested in playing online games. The highest frequency. Furthermore, those who choose answers sometimes are in the range of 51-71, there are 21 students who occasionally play online games, the category frequency is often in the range 72-91, there are 11 students who often play online games, and the category frequency is very often in the in the range 92-111 there is only 1 student. Judging from the results of the frequency distribution in this study the researchers concluded that in general the habit of playing online games is in the medium category, meaning that students do not have high or low habits of playing online games. Data on student learning outcomes variables were obtained from a report book on the results of the analysis of the end of semester assessment (PAS) for the 2021/2022 school year which was obtained from an economics subject teacher. First, the frequency distribution table is made as follows:

Table 2. Frequency Distribution of Student Learning Outcomes (Y)

No.	Interval score	Criteria	Frequency	
			F	%
1	20 -36	Very Low	7	10,60
2	37- 53	Low	12	18,18
3	54 -70	Currently	7	10,60
4	71 -87	High	17	25,75
	88-100	Very High	23	34,84
Total			66	100

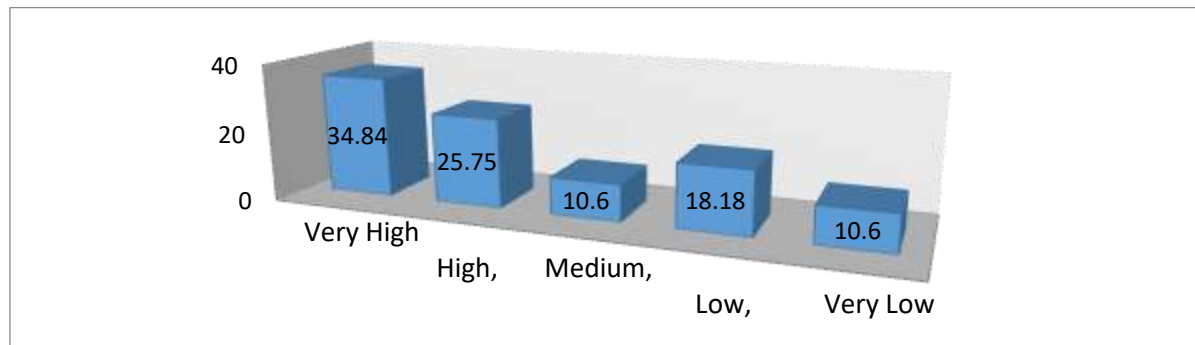a bar chart of the variable Y is depicted as follows::

Figure 2: frequency distribution diagram of student learning outcomes

Based on table 2, briefly shows that the highest frequency is in the 88-100 interval theHre are 23 students, then in the 71-87 interval there are 17 students, in the 54-70 interval there are 7 students, in the 37-53 interval there are 12 students and in the 20-36 interval there are 7 student. This can be interpreted that in general the variable student learning outcomes are in the very high category. Furthermore, the Pearson Product Moment correlation test is carried out to find out whether the two variables have an influence or not which will be described as follows:

Table 3. Correlation Coefficient and Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411[a]	.169	.156	21.023

Source: Processed Primary Data, 2022

Based on the above analysis, the Pearson correlation coefficient is 0.411. This shows that there is a fairly strong relationship between the habit of playing online games (X) and learning outcomes (Y) at SMA Negeri 1 Tapa, Bone Bolango Regency.
based on the magnitude of the coefficient of determination obtained by 0.169. This value indicates that 16.9% of the variable student learning outcomes can be explained by the variable of playing online game habits, while the remaining 83.1% is explained by other variables that were not examined in this study.

Table 4. Partial Test Results (T Test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	96.170	7.187		13.380	.000
	Habit of Playing Online Games (X)	-.458	.127	-.411	-3.609	.001

Source: Processed Primary Data, 2022

Based on the table above, the t_table value is 1.669. The results of the analysis using the help of the SPSS 26 program, the results of the regression analysis obtained the t_count value -3.609 > 1.669 t_table and a significance value of 0.001 <0.05, thus it

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can be concluded that the variable habit of playing online games (X) has a negative and significant effect on the results student learning (Y), which means H_a is accepted.

The effect of online games on student learning outcomes has a negative influence. this is based on the results of the analysis of the simple linear regression equation model, namely Ŷ = 96,170 - 0.458 X, from the regression equation. It shows that any change in the increase in the variable of playing online game habits by 1 unit will affect the decrease in learning outcomes by 0.458 units. so that the higher/intense the habit of playing online games, the lower the student learning outcomes or vice versa the lower/intense the habit of playing online games, the higher the student learning outcomes.

The results of this study are supported by the findings of research conducted by Fahmi Ahmad (2019) the results of the study show that the intensity of accessing online games has an influence on student learning outcomes while the effect that occurs is negative and significant with a fairly strong relationship level. The results of this study are strengthened and supported by research conducted by Nanda Anisa (2020) whose research results show that the effect of using online games for students is classified as high and learning outcomes are categorized as good. There is a significant correlation between online games and student learning outcomes in the eyes. Economics lesson. The higher the interest in playing online games, the lower student learning outcomes in economics subjects. Conversely, the lower the habit of playing online games, the higher student learning outcomes in economics subjects.

From the results of this study the researchers concluded that the habit of playing online games is not the main factor that influences student learning outcomes, but there are many other factors that influence student learning outcomes so that students get low scores. As long as students have high self-control and can set the time when to play online games and when to study, it will not affect student learning outcomes. On the other hand, if you have low self-control and cannot manage the time when to play online games and when to study, then the habit of playing online games will certainly have a negative impact on student learning outcomes.

CONCLUSION

Based on the results of the analysis and discussion that have been put forward by researchers in the previous section. So, the researcher obtained the following research conclusions: Testing the hypothesis about the effect of playing online game habits on student learning outcomes of class X IPS in economics subjects carried out in this study shows a fairly strong influence, although it has a negative but significant effect, which is shown by the large value of the correlation coefficient. The value of the coefficient of determination shows the percentage of influence of 16.9%. Thus, the research hypothesis which states that there is an influence of the habit of playing online games on the learning outcomes of class X IPS students in the Economics subject at SMA Negeri 1 Tapa, Bone Bolango district, is accepted in this study.

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