

**ANALYSIS OF THE IMPACT OF PLAYING ONLINE GAMES
ON SOCIAL INTERACTION AND LEARNING ACHIEVEMENT
OF GRADE V ELEMENTARY SCHOOL STUDENTS**



**Compiled as one of the requirements for completing the Strata I Study Program in
Department of Elementary Study Program, Faculty of Teacher Training and Education**

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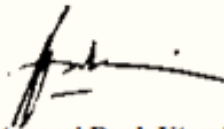
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And declared to have met the requirements to be accepted

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STATEMENT

I hereby declare that in this scientific publication article there is no work that has ever been submitted to obtain a bachelor's degree at a university and to the best of my knowledge there is also no work or opinion that has been written or published by another person, except in writing referred to in the manuscript and mentioned in the text bibliography.

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh bermain game online terhadap interaksi sosial dan prestasi belajar siswa kelas V. Subyek penelitian sebanyak 30 siswa kelas V SD N 01 Plosorejo dan pengambilan sampel menggunakan teknik sampling jenuh. Pengumpulan data menggunakan observasi dan kuesioner. Validitas data dalam penelitian ini menggunakan uji validitas, uji reliabilitas, uji normalitas dan uji prasyarat. Teknik analisis data menggunakan analisis regresi. Hasil penelitian menunjukkan bahwa pada angket interaksi sosial siswa memiliki rata-rata 70,33 sedangkan rata-rata skor prestasi belajar siswa adalah 75. Data angket tersebut kemudian diuji menggunakan analisis regresi dengan output uji x terhadap y. Pada keluaran uji x terhadap y₁ diperoleh nilai sig. 0,012 sedangkan keluaran uji x terhadap y₂ diperoleh nilai sig. 0,718. Berdasarkan hasil uji output jika sig. < 0,05 maka dinyatakan ha diterima dan jika sig. > 0,05 maka dinyatakan ho diterima. Jadi dapat disimpulkan bahwa ada pengaruh bermain game online terhadap interaksi sosial siswa dan tidak ada pengaruh bermain game online terhadap prestasi belajar siswa.

Kata kunci: prestasi, kelas V, bermain game online

Abstract

This study aims to determine the impact of playing online games on social interaction and learning achievement of class V students. The subjects of the study were 30 students in grade V of SD N 01 Plosorejo and samples using saturated sampling techniques. Data collection uses observation and questionnaires. The validity of the data in this study uses validity tests, reliability tests, normality tests and prerequisite tests. Data analysis techniques use regression analysis. The results showed that in the social interaction questionnaire students had an average of 70.33 while the average score of student learning achievement was 75. The questionnaire data is then tested using regression analysis with an output test of x against y. In the test output x against y₁ a sig value is obtained. 0.012 while the output test x against y₂ obtained a sig value. 0.718. Based on the results of the output test if sig. < 0.05 then it is declared ha is accepted and if sig. > 0.05 then it is declared ho accepted. So it can be concluded that there is an impact of playing online games on student social interaction and there is no impact of playing online games on student learning achievement.

Keywords: achievement, grade V, playing online games

1. INTRODUCTION

Recent technological developments have a great influence on human life, information that is so practical and increasingly sophisticated in creating new products to help in every activity of society. Such as products that facilitate people's activities in the form of cellphones, laptops, computers and the internet (Utara & Astuti, 2022). Information technology products are currently owned by most people, especially students, because information technology products are not only very influential in obtaining various information. The internet also provides a variety of applications, one of which is the entertainment applications offered, such as online games. The

expansion of game technology is influenced by the development of internet technology which can be felt directly or indirectly (Aulia Tri Utami, Bandarsyah, & Sulaeman, 2022).

There are several studies that have discussed online game research, one of which is research Jaya (2018) saw several schools in Manado, Medan, Yogyakarta and Pontianak. It states that 45% of the 3,264 students were found playing online games within a month with a duration of 4-5 hours each day. A game or play is an activity that can get pleasure, according to Safitri (2020) In this modern era, entertainment needs are quite prioritized.

There are several types of games and different genres of online games according to Azis and Hidayat (2022) among others: (MMO) such as car, motorcycle and plane racing games. (MMORPG) such as Laplace M games, Ragnarok online and others. (MOBA) such as Mobile Legends, AoV and Vainglory games. While according to Surbakti (2017) Online games have various types of games namely (MMOFPS) games that require skills in shooting such as warfare with military weapons type games including Black, Call Of Duty and Point Blank. (MMORTS) this type of game uses the mindset of applying game strategies to achieve victory. Examples of this type of game are Clash Of Clan, Army Man and Clash Of Royal. According to Pratama (2017) Online games are games that can be accessed by various groups of children to adults that are used with the player's server connected through the internet network. While according to Sri Nadira Akhmad, Andi Aco Agus (2022) The attraction of online games is very strong for children who prefer to play online games instead of studying and make routine their daily activity. The impact of online game addiction can reduce student concentration during school learning because students stay up all night playing online games to get sleepy when the material is given Febriani, (2021). According to Asmiati et al., (2021), The impact of playing online games is declining health, mental disorders, stunted maturation in growth, decreased student learning outcomes, waste and difficulty socializing. While in the study Novrialdy (2019), Online games themselves have a positive impact when used adequately as a means of entertainment to relieve boredom with homework and reduce strees in students. Online game indicator by Taufik (2014) states that online games have been determined from habit indicators obtained from relevant theoretical studies, namely: Where to play online games, Time to play online games, Types of online games and Tendency to do tasks instead of playing online games.

Human relationships are indispensable to meet the needs of human life, in human life always cooperate between one individual and another. The reciprocal process can also be called social interaction. According to Nur Asiah dan Ari Sofia (2019) suggests that social interaction is the relationship of two or more human individuals, which influences, changes or improves the behavior of other individuals or vice versa. According to Fathkurozzi (2018) states that social

interaction is a dynamic social relationship related to individuals, groups or individuals to groups or vice versa. Indicators used on social interaction variables according to Santoso (2010) mentioned several indicators of social interaction including positive taste, respect, mutual support, and openness.

From the observations at SDN 01 Plosorejo, researchers saw class V students who were so very serious and cool with their chats in discussing online games with their friends, after chatting in the game overnight and playing online games together. They often spend time playing games, the duration of which is done to play games is about 30 minutes to hours especially on holidays. According to Yusuf et al., (2019) said that when playing online games, players tend not to know the time when they are in front of their cellphones and forget all activities such as eating, sleeping, studying to interacting with the surrounding environment. If this continues, their social interaction activities will be reduced, even unconsciously they lock themselves up in real life and focus only on online game play which affects learning achievement due to excessive online gaming habits.

Learning achievement is a change in behavior that is expected in students after the teaching process is carried out (Fatimah et al., 2019). Academic achievement is an outcome that can be achieved during the teaching and learning process within a certain period of time. Online games also have an impact on student learning achievement. According to Albarado and Eminita (2020) suggesting that online games have a big impact, students will use more time during off-school hours by playing online games. According to Kurnada and Iskandar (2021) argues that the presattion of learning is influenced by abilities that are genetic in nature, physical condition, psychic condition, willingness to learn, attitude towards the teacher, availability of mentors, and the existence of evaluations or tests. Learning achievement indicators using student report cards as needed data.

This is also reinforced by the research carried out Pareswara and Lestari, n.d. (2021) In the results of his research, it shows that there are positive and negative influences on children's emotions and social. The positive influence is to understand technology, understand applications, one of which is online games, know new vocabulary through online games. The negative influences are that the child is irritable, unstable emotions, social interaction with people around is reduced and more aggressive. Next Research Wardany et al., (2021) shows the impact of online games that have a negative impact on student learning outcomes that cause students to be unable to remember the subject matter, unfocused, daydreaming while in class, shirking assignments, often being late when collecting assignments, and not being serious in doing assignments. Next Research Anwar and Winingsih (2021) showing the influence of addiction to playing online

games on students' academic performance can be seen to have an effect of 21.2% which is categorized as moderate. While the results of other studies conducted by Z. Ali & Dwikurnaningsih (2019) that there was a significant influence of the impact of online games on learning motivation in grade VIII students of SMP Kristen 2 Salatiga with a t-count result of (3.819) > t-table (1.995), R= 0.406, coefficient of determination R Square = 0.165 with a significance level of 0.000 <0.05, indicating that the hypothesis was accepted.

However, from the results of previous studies, there has been no research that focuses on the impact of playing online games on social interaction and student learning achievement. For this reason, it is necessary to conduct research on the impact of playing online games on social interaction and student learning achievement. After making the first observation at SDN 01 Plosorejo, researchers learned that online games that are often played by students and trends among grade V students are Free Fire and Mobile Legends games. Based on this background, this study aims to find out how much impact playing online games has on social interaction and class V learning achievement.

2. METHOD

This study uses quantitative research with regression analysis methods. According to Basuki and Prawoto (2017) that regression analysis can be interpreted as a dependence of one variable with another. The subject of this study was a grade V student of SDN 01 Plosorejo Matesih, the reason the researcher chose this class was because there was a problem of children playing online games that made the target of the study. In the population of this study, there were 30 grade V students who played online games and in the sample used saturated sampling techniques. Data collection techniques in this study used observation and questionnaires. Observations were made to observe students who played online games and get a data source in the form of a report card for class V students, while a questionnaire was given to class V students to find out how impact playing online games related to social interaction on students about online games. The data analysis technique used in this study used regression analysis techniques. Regression analysis techniques are relationships obtained and expressed in the form of mathematical equations that express functional relationships between variables (Dedi, 2015).

The research instrument uses validity tests, reliability tests and normality tests using the SPSS formula.22. In the prerequisite test using the heteroskedasticity test with the statistical method of glejser test. Validity tests are rooted in views that emphasize evidence of objectivity, truth, education, reason, facts and numerical data (Maxwell, 1992). Reliability test refers to the

consistency of score results on the items contained in the questionnaire so that the reliability test actually tests the accuracy of the measurement scales of the researcher's instrument (Budiastuti & Bandur, 2018). In the analysis of the validity test, reliability and normality are used to determine the validity or not of the questionnaire, while in the prerequisite test using the heteroskedasticity test with the statistical method of the glejser test. After that, hypothesis testing with regression analysis techniques to calculate the nillai of variable results x , y_1 , and y_2 .

3. FINDINGS AND DISCUSSION

3.1 Findings

In this study, we will discuss the results of research that has been carried out at SD N 01 Plosorejo. Data collection techniques in this study used observation and questionnaires. To obtain data on the effect of playing online games on social interaction and student learning achievement, the results of the questionnaire and report cards that have been given to 30 class V students can be obtained. Data on social interaction in the form of questionnaires consists of 24 questions accompanied by 4 alternative answers, namely SS, S, TS and STS with scores of 4, 3, 2, 1 for positive questions while negative questions are used for the opposite scoring. Then for the validity of the data using validity tests and reliability tests, while data analysis techniques use regression analysis techniques. To find out clear results related to the results of the study can be seen in the description as follows:

In the validity test results with a total of 24 question items showing that 21 questions are valid and 3 questions are invalid, in 21 valid question items already represent indicators on each variable. Based on the results of the validity test calculation of the questionnaire, the questionnaire item is declared valid if the price r_{xy} questionnaire items are larger than r_{table} at the level of significance item $(\alpha) = 5\%$ that is 0.361. From the results of the validity test, it can be stated that most of the statements in the questionnaire can be trusted to retrieve research data, while invalid items are not used in the study. Reliability is used to determine the consistency of the measuring instrument from the questionnaire reliability test on the number of 24 question items stated that the magnitude r_{11} consulted with the price of product criticism. Using a degree of significance $(\alpha) = 5\%$. If $r_{11} > r_{table}$, then the test kit is said to be reliable. Price r_{11} obtained i.e. 0.771 greater than r_{1table} at the level of significance $(\alpha) = 5\%$ which is 0.361 so that the questionnaire is declared reliable (consistent).

To find out the impact of playing online games on students' social interaction, a t test was carried out with a total of 30 students and a total of 24 questions. The test results were carried out using the SPSS.22 program as follows:

Table 1. Test results of the impact of playing online games on student social interaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.484	7.686		1.88	.07
	Online Games	.576	.215	.452	2.68	.01

From table 1 above it can be explained by determining the signification of the impact of free variables. If the level sig. < from 0,05 then the impact of playing online games (x) has a significant effect on students' social interaction (y_1). Next compare the values t_{count} with t_{tabel} , at N = 30 known magnitude of value t_{table} of 1,703. If $t_{count} > t_{table}$ then the impact of playing online games (x) has a significant effect on students' social interaction (y_1) or hypothesis (h_a) accepted, however if $t_{count} < t_{table}$ then the impact of playing online games (x) does not have a significant effect on student social interaction (y_1) or hypothesis (h_a) rejected. Based on these results, it can be concluded that the impact of playing online games on the social interaction of grade V students is partial h_a accepted for value t_{count} (2.683) bigger in comparison t_{table} (1,703).

To find out the impact of playing online games on student learning achievement, a t-test was carried out with a total of 30 students and used data on the average student report card score. The test results were carried out using the SPSS.22 program as follows:

Table 2. Test results of the impact of playing online games on student learning achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	76.750	4.854		15.813	.00
	Online Games	-.049	.136	-.069	-.364	.71

From table 2 above it can be explained by determining the significance of the impact of free variables. If the level sig. < 0,05 then the impact of playing online games (x) has a significant effect on student learning achievement (y_2). Next compare the values t_{count} with t_{table} , at N = 30 known magnitude of value t_{table} of 1,703. If $t_{count} > t_{table}$ then the impact of playing online games (x) has a significant effect on student learning achievement (y_2) or hypothesis (h_a) accepted, however if $t_{count} < t_{table}$ then dampak playing online games (x) has no

significant effect on student social interaction (y_2) or hypothesis (h_a) rejected. Based on these results, it can be concluded that the impact of playing online games on student learning achievement $t_{count} < t_{table} = 0,364 < 1,703$ whereas based on sig. $> \alpha = 0,718 > 0,05$ This means that there is no impact of playing online games on student learning achievement (h_o) accepted.

3.2 Discussion

Online games are one of the factors that can affect social interaction and student learning achievement. Students who are addicted to playing online games have a negative impact, namely on social interaction. This factor makes students lack in socializing with people around them, spending time playing online games instead of studying and so on. The impact of playing online games on social interaction becomes distant and reduced, the interaction that is established only through online games so that when playing online games causes the impact of social interaction such as being far away from the real environment and friends (Mustikasari, Setiawan, & Ari Pratiwi, 2020). While learning achievement is the result achieved by the individual through his participation in education (Masyita, 2016). In this study, wanting to find out whether playing online games has an impact on social interaction and student learning achievement, the researchers tried to conduct research through calculating data on questionnaire scores and student report cards.

The results showed that the impact of playing online games on students' social interaction had a significant effect on grades sig. $0,012 < 0,05$ and $t_{count} (2.683) > t_{table} (1,703)$. Meanwhile, the impact of playing online games on student learning achievement does not have a significant effect on grades sig. $0,718 > 0,05$ and $t_{count} < t_{table} = 0,364 < 1,703$. It can be said that the impact of playing online games can be one of the influences of student social interaction, but the impact of playing online games does not affect student learning achievement, the two variables are important and interrelated with each other. These results are consistent with the study Akmarina (2016) shows that playing online games has an effect on the effectiveness of family communication, with an influence of 0.7%. This is reflected in the sub-indicators of timing, type of play, openness, cooperative behavior, positive behavior, empathy, and similarity. Children can access online games at any time, but do not forget their obligations and responsibilities as a family living under one roof to keep in touch. Do not let online games make the child antisocial or disturb the outside world. As for the research Lebho et al., (2020) shows that a very significant negative relationship between the intensity of playing Online Games and social interaction. The higher the intensity of playing online games, the lower the

social interaction, on the other hand, the lower the intensity of playing online games, the higher the social interaction will be. This is in line with the opinion of Young (2000) that online games cause addicted people to spend hours, even days, playing online games alone, so that their social participation is small such as the lack of social interaction with the surrounding environment. While the results of the study on the impact of playing online games on student learning achievement have no effect because of the factors that affect students, this is in accordance with the opinion of Sandra et al., (2016) increasing the concentration of the concentration ability of online game players will increase because they have to complete several tasks, look for loopholes that may be passed and monitor the course of the game.

The results showed that the impact of playing online games on student learning achievement did not have a significant effect, it was shown that $t_{count} < t_{table} = 0,364 < 1,703$ means (h_o) Whether or not you are accepted or not has an impact of playing online games on student learning achievement. This research is not in line with the study Julia (2018) which obtained the result that there was a significant relationship between online game addiction and student learning achievement in students of SD Negeri 53 Banda Aceh. Addiction to online games can affect a person's learning achievement (Irwandi et al., 2021). In this study, there was no significant impact of playing online games on learning achievement due to other influencing factors, namely, when online gaming activities are still monitored by parents if there are test or exam activities that involve student learning achievement in order to still get maximum results, therefore student learning achievement has a fairly good score and does not cause the impact of playing online games on their learning achievement. It can be concluded that parental monitoring has an effect on student learning achievement. According to Ardiyanti & Novitasari (2019) which says that there is a contribution of parental monitoring to student learning outcomes. ,parental attention has a correlation with students' cognitive learning outcomes. In line with the research Mahmudi et al (2020) Parental attention has a correlation with students' cognitive learning outcomes.

Judging from the results of the research that has been carried out, it can be concluded that there is an impact of playing online games on student social interaction. However, this study shows that playing online games does not have an impact on student learning achievement.

4. CLOSING

Based on the results of the regression analysis, it can be concluded that there is a significant and non-significant influence on the impact of playing online games on social interaction and learning achievement of grade V students of SD N 01 Plosorejo. There is a significant influence

on the impact of playing online games on students' social interaction in terms of obtaining sig scores. on the output test x against y_1 of 0.012 which is smaller than the level of α 0.05 which means that there is an influence of online games on students' social interaction, while the acquisition of GIS scores. on the output test x against y_2 of 0.718 which is greater than the level of α 0.05 which means that there is no influence of online games on student learning achievement.

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