

Impact Of Online Games And Students' Learning Interest On English Learning Achievement

¹Rospin Hidayati, ²Fathurrahman Imran

Universitas Nahdlatul Wathan, Universitas Pendidikan Mandalika

Abstract

This study aims to examine whether there is an effect of using online games and students' interest on English learning achievement at SMAN 1 Pringgasela. Sampling used a total sampling technique with a total of 20 people. This study uses two independent variables, namely online games (X1) and student interest (X2), while the dependent variable is learning achievement (Y). The data used in this study is primary data in the form of a questionnaire with 20 respondents. This research method uses ex post facto. The data analysis technique used in this study was simple regression analysis. The results of this study note the F value of $1.390 <$ compared to the F-table of 3.59. So, it can be concluded that H_0 is accepted and H_a is rejected, which means that there is no significant effect between online games (X1) and interest (X2) on student achievement (Y).

Keywords: *Impact, online games, interests, learning achievement*

INTRODUCTION

Online games are a new lifestyle for people of all ages. Nowadays there are many internet cafes. Android phones and other facilities that can connect us to the internet both in cities and in villages and they facilitate the existence of these online games.

Online games will become addictive, and tend to be egocentric and put forward the individual. This is dangerous for the social life of the individual; they automatically move away from the environment. This online game is a modern game that has become a trend for the present and its fans start from children to adults. Children are considered more frequent and susceptible to the use of online game games than adults.

The problems of interest in learning in students today are increasingly complex, including online game addiction, which develops in the dynamics of our society, especially Indonesia. The assumption that there is interest in learning can be seen from the achievements and cognitive perspectives of students, both elementary school students to college students. The existing status cannot make a difference in interest in learning this becomes a tendency. That awareness of learning online games is not only seen from the aspect of age and status but also from the lifestyle of everyone.

Online games according to a psychologist Rahmat said that playing online games is very fun, but if we know how to play them, online games tend to be addicting to players, this is

because in terms of the game, online games themselves have interesting features, contain pictures, animations. which encourages children and even adults to be interested in playing games, besides that these kinds of games are specially designed so that children want to continue playing.

There are several factors so that student learning achievement remains maximal. According to Slameto (2010) there are internal and external factors. Internal factors include intelligence, attitudes, talents, interests, students' online games, and the environment as external factors. Teachers as learning managers must be able to regulate and explore students' potential in order to improve their learning achievement.

The activities that are of interest are paid attention to continuously accompanied by a sense of pleasure. A sense of pleasure and interest in the activity without anyone asking. Interest is basically the acceptance of a relationship between oneself and an activity outside oneself. The stronger or closer the relationship, the greater the interest.

In everyday of life interest is often equated with attention, but interest and attention have different meanings. Attention has a temporary nature (not for a long time) and is not necessarily accompanied by pleasure. While interest is always followed by feelings of pleasure and from there satisfaction is obtained. One's success cannot be separated from the interest of the person concerned, therefore basically interest in learning is a factor that will

determine the success of one's learning. Children who are dependent on game activities will affect their interest in learning, thereby reducing learning time and reducing concentration and focus on children's learning. In fact, the development of technology and the existence of online games reduce their interest in learning. Including students (students).

Hansen in Susanto (2013) Student interest in learning is related to the influence of personality, online games, genetics, expression, self-concept, and the environment. So, it can be said that interest has a close relationship with online games.

Slameto (2010) interest is a liking and interest in an activity without the need for anyone to ask. Kartika (2014) interest in learning is attention that focuses on certain lessons and is followed by a desire to understand, learn, and test through active participation in learning. So, it can be said that learning with pleasure and during the process students pay more attention to facilitate learning is called learning interest.

According to Ramlah, Firmansyah & Zubair (2015) learning achievement is an achievement that appears in knowledge, attitudes, skills and is conveyed in the form of scores or scores from test results. Rahim (2010) said that learning achievement is obtained from the active efforts of students during learning so that there is a change in knowledge that gets better when students master the material. Therefore, learning achievement is the result obtained by students during learning and within a certain time, the results here are in the form of an assessment from the teacher to students to show students' mastery of the material presented.

Children who are dependent on game

Making instruments according to research variables which are then determined by indicators and made several statements or questions, and given an assessment of each item (Sugiyono, 2010). Each item of the questionnaire instrument is measured by a ratio scale was Likert scale. The Likert scale is used to measure attitudes, own opinions and opinions

1. The first hypothesis is that there is an effect of online games on student achievement;
 2. The second hypothesis is that there is an influence of interest in learning on student achievement;
- and

activities will affect their interest in learning, thereby reducing learning time and reducing concentration and focus on children's learning. And in fact, the development of technology and the existence of online games reduce their interest in learning. Therefore, the author intends to conduct research at SMAN 1 Pringgasela with the title "The influence of online games and student interest in learning-on-learning achievement for class VIII SMAN 1 Pringgasela"

RESEARCH METHOD

This study uses quantitative methods using correlation analysis and multiple regression techniques to determine the relationship and influence between the two independent variables and the dependent variable. This research was conducted at SMAN 1 Pringgasela. The number of samples in this study were 20 students who were selected by total sampling. In this study there are three variables, namely two independent variables and one dependent variable. The independent variables include learning online games (X1) and interest (X2). The two independent variables were collected through a questionnaire. For the dependent variable, there is only one, namely students' English learning achievement (Y) which is obtained from giving an English test. Before the questionnaires and tests were given, the instrument was first analyzed using validity and reliability tests. The research design can be seen in the image below:

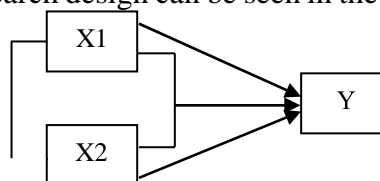


Figure 1. Research Design

of other people or certain groups Arikunto (2016).

In testing the hypothesis, it is necessary to analyze the data. The stages of data analysis include describing the data for each variable, testing requirements analysis, and testing hypotheses.

3. the third hypothesis is that there is an effect of online games and interest in learning on student achievement.

The regression equation formed in this study is as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2$$

:
where:

- Y = achievement
- α = coefficient constant
- X1 = Game online
- X2 = interest
- β_1, β_2 = coefficient of independent variable

The application of the regression equation above is used to measure the intensity of the influence between the independent variables on the dependent variable. Data processing was assisted using the SPSS 25 program.

RESULT AND DISCUSSION

In this study, the respondent's data collection process was carried out online through a form containing an online game questionnaire and learning interest as well as a learning achievement test. The following are the results of the questionnaire and test scores.

Table 1. Questionnaire and Test Score

No	Respondents	Game	Interests (X)	Achievements (Y)
1	ASKT	30	75	40
2	WLD	51	67	60
3	FDAB	65	62	65
4	IRWT	59	65	55
5	SRTK	70	70	65
6	NRS	58	58	70
7	NRS	58	66	100
8	IMYT	64	60	70
9	RNWT	69	75	45
10	RSK	57	61	80
11	RIK	51	65	65
12	KSDR	66	69	50
13	HKMA	58	66	70
14	SRHT	78	71	60
15	INRS	54	57	80
16	TKM	60	59	40
17	MNT	49	58	60
18	ADTR	58	66	55
19	KHT	44	43	65

No	Respondents	Game	Interests (X)	Achievements (Y)
20	NQA	63	55	70
TOTAL		1,157	1,268	1,265

a. Frequency Distribution

1) Online Game

Presentation of research data from each variable using the IBM SPSS version 25 program. The results of data processing in the effect of online games (X1) shows the score on the X1 variable, namely the influence of online games is in the range of 30-78. Based on the data obtained during the study which was then processed statistically, the total result was X1 = 1157, the average value (mean) is 57.85, median = 58.00, mode = 58, with a standard deviation of 10.37, a minimum score of 30 and a maximum score of 78. It can be seen in Table 2.

Table 2. Recapitulation of Statistical

Game_Online_X1	
N	20
Mean	57.85
Median	58.00
Mode	58
Std. Deviation	10,373
Minimum	30
Maximum	78
Sum	1157

a. Multiple modes exist. The smallest value is shown.

Furthermore, from the distribution results, the data and frequency are classified as in Table 3.

Table 3. Online Game Frequency Distribution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30-38	4	20.0	20.0
	39-47	5	25.0	45.0
	48-56	8	40.0	85.0
	57-65	2	10.0	95.0
	75-83	1	5.0	100.0
Total	20	100.0	100.0	

Based on the frequency distribution table, the smartphone usage score (X) can be seen from 8 respondents, the highest frequency is in the range of 48 – 56 or 40.0% of the total respondents. On the other hand, the lowest frequency is in the range of 75 - 83 with a frequency of 2 or 5.0% of the total respondents.

2) Interest

The results of processing student interest data (X2) show the number of scores for the X2 variable, namely student learning interest in the range 43 - 75. Based on the data obtained in the study, the total score = 1268, with an average value (mean) of 63.40, median 65, mode 66, with a standard deviation of 7.48. the maximum score is 75 and the minimum score is 43. To clarify the summary of the scores, see table 4 below.

Table 4. Recapitulation of Variable X2 (Interest)

Interest_X2	
N	20

	0	0
Mean		63.40
Median		65.00
Mode		66
Std. Deviation		7,486
Minimum		43
Maximum		75
Sum		1268

a. Multiple modes exist. The smallest value is shown

. From the distribution results, the data and frequency are classified as table 5: Table 5. The interval of Interest

		Frequency Distribution	Percent	Valid Percent	Cumulative Percent
		Frequency			
Valid	43-48	1	5.0	5.0	5.0
	55-60	6	30.0	30.0	35.0
	61-66	7	35.0	35.0	70.0
	67-72	4	20.0	20.0	90.0
	73-78	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Based on the frequency distribution table, the interest in learning score (X1) can be seen from the 20 respondents the highest frequency is in the range 61-66 with a frequency of 7 or 35.0% of number of respondents. On the other hand, the lowest frequency is in the score range of 43-48 with a frequency of 1 or 5.0% of the total respondents.

3) Achievement

The results of processing student achievement data (Y) show the total score for the Y variable, namely student learning interest in the range 40 - 100. Based on the data obtained in the study, the total score = 1265, with an average value (mean) of 63.25, median 65, mode 65, with a standard deviation of 14.26. the maximum score is 100 and the minimum score is 40. To clarify the summary of the scores, see table 6 below.

Table 6. Recapitulation of Variable Y (Achievement)

		Achievement	
N	20		20
	0		0
Mean			63.25
Median			65.00
Mode			65 ^a
Std. Deviation			14,260
Minimum			40
Maximum			100
Sum			1265

a. Multiple modes exist. The smallest value is shown.

Furthermore, from the distribution results, the data and frequency are classified as table 7:

Table 7. The Interval of Achievement

		Frequency Distribution	Percent	Valid Percent	Cumulative Percent
		Frequency			
Valid	40-50	4	20.0	20.0	20.0
	51-61	5	25.0	25.0	45.0
	62-72	8	40.0	40.0	85.0
	73-83	2	10.0	10.0	95.0
	95-105	1	5.0	5.0	100.0

Total	20	100.0	100.0
-------	----	-------	-------

Based on the frequency distribution table for learning achievement scores (Y) it can be seen from the 20 respondents that the highest frequency is in the range of 62-72 with a frequency of 8 or 40.0% of number of respondents. On the other hand, the lowest frequency is in the score range of 95-105 with a frequency of 1 or 5.0% of the number of respondents.

Before the data is analyzed, there are several stages that must be carried out, namely normality test, heteroscedasticity test, and linearity test. Based on data analysis with SPSS version 25 rock, it can be seen that the significance value indicates the normality of the data.

a. Normality Test

The value criteria used are said to be normal if the significance value (sign.) is greater than Alpha ($\alpha=5\%$ or 0.05), otherwise the value criterion is said to be abnormal if the significance value (sign) is less than Alpha ($\alpha= 5\%$ or 0.05). The results of the normality test in this study are as follows:

Table 8. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Unstandardized Residual	.166	20	.148	.923	20	.112

a. Lilliefors Significance Correction

In the normality test table using one sample Kolmogorov and obtained the significance value (Asymp. Sign) is 0.148 and or Shapiro-Wilk is 0.112%, meaning that the value is more than the Alpha value ($\alpha = 5\%$ or 0.05). So, it can be concluded that the data is normally distributed.

b. Heteroscedasticity test

Next is the heteroscedasticity test. If the significance value (Sign.) is greater than 5% or 0.05 then there is no heteroscedasticity, otherwise if the significance value is less than 5% or 0.05 then heteroscedasticity occurs. The results of the Heteroscedasticity Test can be seen in Table:

Table 9 . Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10,523	20,927		.503	.622
	X1	-.055	.224	-.062	-.247	.808
	X2	.029	.310	.023	.093	.927

a. Dependent Variable: RES2

Based on the heteroscedasticity test table above, it is known that the significance value (Sign.) for the X1 variable (online game) is 0.808 and X1 (interest) is 0.927. So, it can be concluded that the variable X1 (online game) and variable X2 (interest) does not occur heteroscedasticity.

c. Linearity Test

After heteroscedasticity test, the next prerequisite test is linearity test. It is said that there is a significant linear relationship if the Deviation from Linearity Sig value is greater than the Alpha value ($\alpha = 0.05$ or 5%). Conversely, if the Deviation from Linearity value is less than the Alpha value ($\alpha = 0.05$ or 5%), then there is no significant linear relationship between the independent variable (X1 X2) and the dependent variable (Y). The results of the linearity test between the variables X1 (online games) and X2 (interest) on the Y variable (learning achievement) can be seen in the following table:

Table 10. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Achieveme nt * Online	Between Groups	(Combined)	2801,250	16	175,078	.494	.849
		Linearity	25,817	1	25,817	.073	.805

Game	Deviation from Linearity	2775,433	15	185,029	.522	.829
	Within Groups	1062,500	3	354.167		
	Total	3863,750	19			

Based on the Linearity Test Table above, it is known that the Sig value is known. The Deviation from Linearity is 0.829 which means it is greater than Alpha ($\alpha = 0.05$ or 5%). So that it can be concluded that there is a linear relationship between the variables of using online games (X1) and learning achievement variables (Y).

d. Hypothesis Testing

After all the prerequisites are met the next step is a partial hypothesis test (t test). If the significance value (Sign.) is less than 0.05 then there is a significant effect of using online games on student achievement. On the other hand, if the significance value (Sign.) is greater than 0.05, then there is no significant effect of using online games on student achievement. To find out whether there is a significant effect, it can be seen in the table below:

Table 11. Testing Hypothesis

Mode		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	542,914	2	271,457	1,390	.000 ^b
	Residual	3320,836	17	195,343		
	Total	3863,750	19			

a. Dependent Variable: Achievement
 b. Predictors: (Constant), Interest, Online Game

Based on table 11 above, it is known that the significance value (Sig.) is .000, which means it is smaller than 0.05. In addition, it can be seen in column f that the value of $f\text{-value} = 1.390 < 3.59 = f\text{-table}$. So, it can be concluded that H_0 is accepted and H_a is rejected, which means that there is no significant effect between the use of online games (X) on student achievement (Y). To find out how much influence the variable of using online games (X) has on the variable of learning achievement (Y) it can be seen in the following significance table:

Table 12. Significance of Variable

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.375 ^a	.141	.039	13,977

a. Predictors: (Constant), Interest, Online Game

Based on the table above, R Square is worth 0.141. It can be concluded that the effect of using online games (X1) and interest (X2) on learning achievement (Y) is 10% while 90% of learning achievement is influenced by other variables that cannot be examined in this study. The results of the study stated that there was no effect of using online games on student achievement. This means that students can use technology well.

CONCLUSION

Based on the results of data analysis and discussion that has been described, that online games have a positive and significant effect on student interest in learning at SMAN 1 Pringgasela. This shows that there is a close correlation between the two correlated variables, namely the higher or more time spent on online games, the lower students' interest in learning. In this case, the average time used by students to play online games ranges from two to three hours with the package system available at the game center. The study time used by students to study at home is relatively only as necessary when approaching exams or tests.

REFERENCES

- Aini Musariffah, N. (2018). *Hubungan Penggunaan Smartphone dengan Minat Belajar Siswa SMA Negeri 1 Gedangan Sidoarjo*. Jurnal Pendidikan Ekonomi (JUPE), 6(3), 133–137.
- Aprianoto, A., & Imran, F. (2022). DAMPAK GAME ONLINE DAN MINAT BELAJAR SISWA TERHADAP PRESTASI BELAJAR BAHASA INGGRIS. *Jurnal Ilmiah Mandala Pendidikan*, 8 (3).
- Arikunto, S. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Badaruddin, A. 2015. Peningkatan Motivasi Belajar Siswa melalui Konseling Klasikal. CV Abe Belajar Mahasiswa Pendidikan Biologi Angkatan 2013 FKIP UNTAD Pada Mata Kuliah Desain Media Pembelajaran. *Jurnal E-Jip Biol*, 5(1), 35–40.
- Dahlan, M. S. (2009). *Statistik untuk kedokteran dan kesehatan: deskriptif, bivariat dan multivariat, dilengkapi dengan menggunakan SPSS*. Jakarta: Salemba Medika.
- Djuniadi, Afiffudin, M., & Lestari, W. (2017). *Statistik Inferensial (Teori, Aplikasi dan Latihan Soal)*. Semarang: Pasca Sarjana UNNES.
- Environments on Student Learning Achievements. *Jurnal Komunikasi KAREBA*, 6(2), 225–234.
- Haikal, M. F., Thohari, M. I., & Mustafida, F. (2018). *Pengaruh Penggunaan Smartphone Terhadap Prestasi Belajar Siswa Mts Hasyim Asyari Kota Batu*. *Jurnal Pendidikan Islam*, 3, 196–202. Kreatifindo
- Muhlisin, M., & Imran, F. (2023). Model Discovery Learning pada Mata Pelajaran Bahasa Inggris untuk Meningkatkan Hasil Belajar Aspek Berbicara pada Materi Teks Deskriptif. *Jurnal Ilmiah Mandala Pendidikan*, 9 (4), 3117–3120.
- Mulyani, D. (2013). *Hubungan Kesiapan Belajar Siswa Dengan Prestasi Belajar*. 2(1), 27–31.
- Rachmawati, P., Rede, A., & Jamhari, M. (2017). *Pengaruh Penggunaan Gadget Terhadap Hasil*
- Saputra, D. S. A. (2017). *Pengaruh Penggunaan Smartphone Terhadap Aktivitas Belajar Siswa Kelas X Sma Muhammadiyah 7 Yogyakarta*. 6, 5–9.
- Sjukur, S. B. (2013). *Pengaruh blended learning terhadap motivasi belajar dan hasil belajar siswa di tingkat SMK*. *Jurnal Pendidikan Vokasi*, 2(3), 368–378.
<https://doi.org/10.21831/jpv.v2i3.1043>
- Sobon, K., & Mangundap, J. M. (2019). *Pengaruh Penggunaan Smartphone Terhadap Motivasi Belajar Siswa*. 3, 92–101.