RELATIONSHIP BETWEEN ONLINE GAME PLAYING HABITS TO LEARNING OUTCOME OF V GRADE STUDENTS IN ELEMENTARY SCHOOL

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ABSTRACT

Online games are a type of computer game that utilizes a computer network. Networks that are commonly used by the internet and the like and always use current technology, such as modems and cable connections. While Freeman (2008) suggests that online games are games that are played via an internet connection. The conclusion of this study is that there is a significant relationship between the habit of playing online games on the learning outcomes of fractions in fifth grade elementary school students. Some games through online games are agile fighting, such as shooting targets in a fast time, avoiding opponent shots and so on. Considering that online games can affect students' daily life schedules, they can usually change students' attitudes to being lazy to study, and not sleeping on time. But behind it all there are some positive values of the online game.

INTRODUCTION

Currently the development of technology is growing very rapidly. Various technological advances can be obtained easily, so that it provides many benefits and conveniences for human life. One of them is online games which are game tools that exist today as entertainment media. Online games are a type of computer game that utilizes a computer network. Networks that are commonly used by the internet and the like and always use current technology, such as modems and cable connections. While Freeman (2008) suggests that online games are games that are played via an internet connection. According to Mayke S. Tedjasapuyra (2010:113), suggests that the current game tools are not only limited to traditional game tools, but also modern game tools. With the advancement of science, increasingly sophisticated game tools that are automatic and use only buttons, such as video games, which exist in online games and other electronic game tools. Some games through online games are agile fighting, such as shooting targets in a fast time, avoiding opponent shots and so on. Considering that online games can affect students' daily life schedules, they can usually change students' attitudes to being lazy to study, and not sleeping on time. But behind it all there are some positive values of the online game.

Thus, parents and teachers need to consider the various impacts that may arise on students when playing with these online games. Parents and teachers can then try to reduce the negative impacts and focus more on the positive ones. This online game is mostly used by students, online games have an addictive nature so that a lot of students' time is spent playing online games. A concrete example that occurred in the school environment is that I have heard, read and received information about the impact of online games from various sources, both from books and mass media, which can make student achievement decline. Initially getting very good achievements, but because of playing games often and not studying, student achievement is decreasing. Especially for a child who does not excel, of course, it will make him even more left behind.

Tarbrani Rusyan (2007:68) suggests that achievement is a proof of the success of a person's business achieved after carrying out an activity. Based on the observations obtained above that students at the school often play online games at home, because each of them almost all have their own computers that provide internet services, so it is not surprising that they also play at home, after returning from work. school. Around the school environment there is an internet cafe that provides facilities for playing games online. So that the children are not difficult to find a place for them to play. Moreover, the internet cafe is opened freely without limiting the time for the children so that they too can freely play this game for hours without anyone forbidding or warning them to go home. Researchers conducted research at SDN Distance because some of the students at the school experienced a change in attitude and their learning achievement decreased. This can be seen from the initial observations made, the researcher saw that children when studying in class preferred to be busy alone, and talking to their friends, playing games on their cellphones. so the values

Online games themselves have positive and negative impacts for those who play them. Online games themselves have models, as well as interesting forms that contain animated pictures, displays, play styles, role-playing games, adventures, racing, soccer, fighting, shooting and much more that encourage students and even adults to be interested in playing online games. The games are such that the longer the game the more fun it is. So do not be surprised if people who play online games will become addicted. The reason students like to play online games is because the game is very fun, the game is challenging, likes the storyline, and can be entertaining. Online games, of course, have an addictive effect on students, so that they forget their main task, namely learning. As a result, in terms of academics they will experience a decrease in learning achievement. To be able to play online games they must of course pay using their pocket money. If left unchecked, of course they will become extravagant students because they will definitely ask for additional pocket money and will get used to using money for things that are not useful. There are several factors that make students addicted to online games, one of which is challenges. In each game there are challenges, which make the player feel challenged to keep trying until he can finish the game. As a result, people who play cannot be separated from the game and if they are not used to controlling themselves, they will become addicted. Online games certainly have a bad impact on students if there is no good control from themselves and their parents. Playing online games has an impact on student behavior, including students not focusing on their lessons and duties as students. This online game makes ordinary children forget more important things such as studying, doing homework, school, worship, and work. The results of this study support previous research conducted by Griffiths et al. (2004) which said that game players sacrificed learning activities. This can be seen from the number of students whose grades do not meet the standard of completeness grades.

The results of this study found that most of the children who played online games had a moderate intensity of playing online games as many as 27 children (54%), this was because school-age children were children who were still bound by existing regulations. This is in line with the theory of Potter & Perry (2010) which states that children in this period begin to recognize the good and bad of an action from what they feel and other people say. They will tend to avoid the punishment that will be received if they violate a rule that has been made or set. This study also found 17 children

(34%) had a high intensity of playing online games and 6 children (12%) had a low intensity of playing online games. The difference in the intensity of playing online games is influenced by several factors. The factor that can increase the intensity of this online game is the psychological condition factor. and types of games. This type of game will affect players because new games will make players more motivated to play them. The results of this study showed that most of the children had sufficient mathematics learning achievement as many as 24 children (48%). This is because there is a balance between children's learning motivation and the motivation to play online games. This study also found 13 children (26%) with good learning achievement and 13 children (26%) also with poor learning achievement in mathematics. This is in line with Slameto's (2010) theory, there are two types of factors that can affect children's learning achievement, namely internal and external factors.

METHOD

The approach used in this research is a quantitative approach. According to Arikunto (2012:12) "quantitative, namely research that is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results". This type of research is experimental. According to Arikunto (2012:3) "Experimentation is a way to find a causal relationship (casual relationship) between two factors that are intentionally caused by researchers by eliminating or reducing or setting aside other disturbing factors". According to Arikunto (2012:131) "the sample is a part or representative under study". The samples in this study were students of class V-A and class V-B, totaling 42 students. Class V-A, which consisted of 22 students, was used as an experimental class. Meanwhile, class V-B, which consisted of 20 students, was used as a control class or comparison class.

To obtain data in this study, the authors used a test instrument. Implementation of the test aims to obtain values according to the ability of each student. The instrument used to collect research data is a test in the form of an essay, with 10 questions with a maximum score of 100. The aspect that is assessed from the test is cognitive (knowledge). After After all the data has been collected, the next stage is the data processing stage. The data that has been collected is processed using statistical rules. The statistics used in connection with the t-test test.

RESULT AND DISCUSSION

he results of research that has been carried out on students in elementary schools. In accordance with the data processing method described earlier, the data will be processed based on predetermined criteria. The data obtained from the results of the study are as follows:

Table 1. Test Values for Class V Elementary School Students Sample

Experiment Class			Control Class		
No	Student Code	Test scores	No	Student Code	Test scores
1	AR	80	1	Su	90
2	Ak	90	2	AH	75
3	Rs	85	3	Md	65
4	NU	85	4	IY	45
5	OK	70	5	NY	40
6	RA	85	6	HI	65
7	MA	70	7	KF	75
8	Af	75	8	Hs	40
9	Ab	90	9	IY	50
10	ZW	75	10	LZ	50
11	MB	85	11	Dl	80
12	Nr	80	12	Rh	70
13	UR	90	13	Ty	55
14	HF	60	14	MR	50
15	Mr	50	15	Aw	70
16	Mf	85	16	Mw	37
17	Au	50	17	PN	60
18	DP	60	18	DS	70
19	SK	80	19	Mz	75
20	Mj	90	20	Nt	85
21	RY	65			

22	GA	75				

The average value of the experimental class $x1 = 76.5$, and the standard deviation , the average value of the control class students' test $x2 = 63.4$, then the variance and standard deviation can be obtained
With a significant level of = 0.05 and degrees of freedom dk = (n1 + n2-2) = 40 then from the t distribution it is obtained t count = 4.44 and t table = 2.02 with a significant level = 0.05 and dk = 40, so that tcount > t the table is 4.44 > 2.02 , then H0 is rejected. Thus Ha is accepted, so the conclusion is that there is a significant relationship between the habit of playing online games on the learning outcomes of fractions in fifth grade elementary school students.

The results showed that there was a significant relationship between playing online games and the learning achievement of fifth grade elementary school students. The results of the analysis obtained that the regression coefficient value for the variable playing online games was negative, which indicated that online games had a negative effect on student learning outcomes. The coefficient value is -0.098, which means an increase in playing online games by one unit will reduce learning outcomes by 0.098. Online games contributed 4.1% to the learning outcomes of fifth grade elementary school students. These results provide an illustration that online games can affect student achievement. One of the things that can hinder the achievement process is games, especially playing online games which are now widely found in various electronic media.

The results of this study support the previous research conducted by Blais et al (2007) which stated that most of the activities carried out by male students were playing games (85%). These results provide an overview of students who are addicted and the intensity of playing online games is high in male students. Online games that are so exciting make game players have an addictive nature so that a lot of student time is spent playing online games, especially by male students. This shows that online games can cause students to become addicted to playing games. Students who are addicted to online games usually neglect their school, often leave lessons and rarely do the assignments given by the teacher, so that report cards are also unsatisfactory. In addition, playing games is one of the two factors that affect learning achievement. Online games themselves have models, as well as interesting forms that contain animated pictures, displays, playing styles, role-playing games, adventures, racing, soccer, fighting, shooting and much more that encourage students and even adults to be interested in playing games. Efforts must be made to reduce and control students in playing online games, which can be started from the family environment in educating and interacting with children such as giving advice to reduce playing online games. Parental support and attention really helps students in carrying out student activities so that they can have a positive impact. Schools can also reduce the tendency of students to play online games by providing optimal extracurricular activities for students provided by the school.

The results showed that students who played online games in the high category were male students, and student achievement <66.33 most of the students were male students. The female students who play online games are mostly in the low category and the learning achievement is mostly female students.

Tabrani Rusyan (2007:73-74) suggests that one of the factors that influence student achievement in the learning process is gender. Research shows that the higher the level of playing online games, the lower the student's learning achievement, especially for male students, and vice versa, the lower the level of playing online games, the higher the learning achievement of female students. Online game games are related to student learning achievement. Online games, of course, have an addictive effect on students, so that they forget their main task, namely learning. As a result, in terms of academics they will experience a decrease in learning achievement. Playing online games has an impact on student behavior, including students who do not focus on their lessons and duties as students. This online game makes ordinary children forget more important things such as studying, doing homework, school, worship, and work. This illustrates that the more students often play online games, it can lead to a decrease in student achievement at school. Learning achievement is the result achieved by a person after he made changes to learning, both at school and outside of school. Efforts that can be made are parents, friends and teachers, namely motivating.

CONCLUSION

The conclusion of this study is that there is a significant relationship between the habit of playing online games on the learning outcomes of fractions in fifth grade elementary school students. Some games through online games are agile fighting, such as shooting targets in a fast time, avoiding opponent shots and so on. Considering that online games can affect students' daily life schedules, they can usually change students' attitudes to being lazy to study, and not sleeping on time. But behind it all there are some positive values of the online game.

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