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Impact of Online Gaming Behavior on Students' Learning Achievement at SMK PGRI

Lastri Mei Winarmi[1*], Angga Supriatan[2] and Ayu Pratiwi[3]

Faculty of Nursing, Institute of Health Science Yatsi, Tangerang, 15113, Indonesia.

***Correspondence:**
Lastri Mei Winarmi, Faculty of Nursing, Institute of Health Science Yatsi, Tangerang, 15113, Indonesia.

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ABSTRACT

Background of this study is online gaming behavior phenomenon among teenagers. Online gaming behavior has the same concept like other activities because it has positive and negative effects. Even though it has positive effects, online gaming habit is more known with its negative effects. The purpose of this study is to investigate the impact of online gaming behavior on students' learning achievements at SMK PGRI in 2017. Total population of students in the school was 100 students with total sample for this study was 40 students. This study showed that online gaming habit is owned by 59% male students and 41% female students. The frequency distribution of students' online gaming behavior is 74 students. Then, the results showed that online gaming behavior impact students' learning achievements at school or causing other deviant learning behaviors.

Keywords

Learning achievements, Online gaming.

Introduction

These days, online gaming behavior become world phenomenon. Previous study showed that there are more than 6 million or 10% active game players around the world or 10% from all internet users. Another study also found that passive gaming is twice higher than active game players, around 15 million people. In Indonesia, there are 155 million people who play online game regularly, 42% people play online games 3 hours in a week. In terms of age, the average age was 35 years of age, 26% was under 18, and 27% was above 50 years of age. In terms of gender, 56% online games were males and 44% were females. The average age of female online gamers were 43 years old and for male players were 35 years old. Furthermore, there were 41% females and 59% males who spent their money on games.

Game is a reconstruction model from real life with problems presented simply. The basic function of game is to increase the intensity of human experience which is relatively safe but can create tension and pleasure. Game developed very quickly, some examples of games are Super Mario Bros, Tetris, Contra and Space War. Games began to develop after the 1990s when the internet began to be known.

Learning achievement is realization of person's potential skills or capacity. Learning achievement cannot be separated from learning actions because learning is a process. While learning is a process, learning achievement is the result of the learning process. Assessment of student learning outcomes is conducted to determine the extent to which students have achieved the learning objectives. The results of the assessment of the learning process are then called learning achievement.

According to Poerwodarminto, achievement is the result that has been achieved, done or done by someone. Besides, learning achievement is defined as the achievement achieved by a student at a certain time period and recorded in the school report book. Furthermore, according to Marsun and Martaniah in Sia Tjundjing (2000: 71), learning achievement is the result of learning activities, namely the extent to which students master the learning material taught, which is then followed by the emergence of feelings of satisfaction that he has done his obligations well. This means that learning achievement can only be known if an assessment of student learning outcomes has been carried out.

Preliminary studies conducted by researcher by interviewing 10 students who were playing online games around area the Kemis Market showed that 100% of respondents played online games almost every day. They play online games around their residence

with duration of play was around 3-4 hours per day. Thus, based on funding sources playing games, 80% of respondents said they set aside school pocket money to play online games and the remaining 20% asked for money from their parents. Meanwhile, the researcher also asked how often the time spent studying in a day, and almost 100% of respondents answered learning only when they faced midterm test or final test.

Methods

This study uses a cross sectional approach, a research design that examines an event at the same time point, where the dependent and independent variables are examined at the same time. This design aims to determine the correlation between the influences of online gaming behavior on student achievement.

Results

Gender		Amount (N)	Presentation (%)
Male		37	37,0%
Female		63	63,0%
Total		**100**	**100,0%**
Age	15	37	37,0 %
	16	49	49,0 %
	17	11	11,0 %
	18	3	3,0 %
Total		100	100,0%

Table 1: Description of Gender and Age Demographics of Students of SMK PGRI in 2017 (n=100).

Student Achievement	Frequency	Percent
No	45	45,0
Yes	55	55,0
Total	100	100,0

Table 2: Distribution of Frequency of Learning Achievement of Students of SMK PGRI in 2017 (n = 100).

Online Gaming Behavior	Learning Achievement				Total		P-Value	r
	Yes	%	No	%	Total	%		
Never	25	25,0	31	31,0	56	56,0		
Seldom	20	20,0	8	8,0	28	28,0	0,036	0,203
Often	4	4,0	5	5,0	9	9,0		
Always	6	6,0	1	1,0	7	7,0		
Total	55	55,0	45	45,0	100	100,0		

Table 3: Impact of Online Gaming Behavior on Learning Achievement of SMK PGRI Students in 2017 (n = 100).

Online Gaming Behavior	Frequency	Percent
Never	56	56,0
Seldom	28	28,0
Often	9	9,0
Always	7	7,0
Total	100	100,0

Table 4: Frequency Distribution Impact of Online Gaming at SMK PGRI in 2017 (n = 100).

Table 4 above describes the correlation between online gaming behavior and learning achievement at SMK PGRI Cikupa with the results of cross tabulation of 100 students, students who never played online games but had not any achievement were 31 students (31.0%). Students who played online games but achieved many achievements were 25 students (25.0%). Students who rarely play online but had not achieve any achievement were 8 students (8.0%). Then, students who rarely play online games then had many achievements were 20 students (20.0%), students who often play online games and had not achievement were 5 people. Students who often play online games but still had many achievements were 4 people (4.0%), students who always play online games and had not any achievements was 1 person (1.0%) and the last, students who always play online games can achieve many achievements were 6 people (6.0%).

The results of bivariate analysis using Chi Square test obtained P-Value results of 0.036 (0.036 <0.05) which means there is correlation between online gaming behavior on students' learning achievement of SMK PGRI Cikupa because the value of P <0.05 (P = 0.036). Based on the statistical results using the Pearson correlation, the result is r = 0.203 and it shows that there is impact of online gaming behavior on students' learning achievement at SMK PGRI.

Conclusion

Based on the results of research conducted on 100 respondents in SMK PGRI Cikupa in 2017 there was no influence on playing online games on their learning achievements, depending on themselves how to react.

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