

INFLUENCE OF ONLINE GAMES ON ACADEMIC ACHIEVEMENT WITH LEARNING MOTIVATION AS A VARIABLE OF MODERATION (CASE STUDY AT 6TH CITY BENGKULU STATE HIGH SCHOOL).

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ABSTRACT

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Keywords:

Online games, academic achievement, learning motivation

The objective of this study is to find out the influence of online gaming on academic achievement. To find out how learning motivation affects academic accomplishment. To learn about the impact of learning motivations as a variable of moderation on the relationship between playing online games and academic performance.

The research aims to verify the influence of variables using statistical methods, in other words, this research according to the type of data used is quantitative. The selection and use of quantitative research designs in this study are to analyze factors in a variety of online games that influence learning motivation as a moderation variable. The results of the descriptive analysis obtained that the online game variable (Variable X) consists of statements related to indicators of involvement in online game games, betting on time playing online games, online game addiction, and the negative impact of playing online games did not affect lowered academic performance of respondents/students at State High School 6 Bengkulu in strengthening with the value of the influence of the online gaming variable on academic achievement of 16.3%. The result of the R² test was a score of 0.163, so it can be concluded that the magnitude of the influence of the online game variable on academic achievement with learning motivation as the moderation variable is 0.163 or 16.3%, the rest of the academic performance is influenced by other factors outside the study.

1. INTRODUCTION

Technological developments are currently growing more rapidly and producing technological products that provide benefits and convenience for humans, starting from the benefits of science, education, and entertainment. One technology product that provides entertainment benefits is games. This is different from the past when game entertainment was still very simple. As time and technology develop in the industrial era 4.0, human creativity is increasingly developing, resulting in discoveries in the world of entertainment such as creating more and more, fun and unique games that are often played by the public or what are known as online games, for example: worms zone io, street racing, shadow fighter, Mobile Legend, PUBG, Free Fire and many more.

2. METHODS

Arikunto (2006) suggests that research that investigates cause and effect between more than two variables based on

observing the existing effects and trying to find the causal variable is called influence research. The research aims at verification, namely testing the influence between variables with the help of statistical methods, or in other words, according to the type of data used, this research is quantitative. The design of this research is explanatory quantitative.

The selection and use of an explanatory quantitative research design in this research is to analyze the factors in playing online games that influence learning motivation as a moderating variable.

3. RESULTS AND DISCUSSION

The R² test results obtained a value of 0.163, so it can be concluded that the magnitude of the influence of the online game variable on academic achievement with learning motivation as a moderating variable is 0.163 or 16.3%, the remaining academic achievement is influenced by other factors outside the research.

From the results of the moderated regression analysis (MRA) test, it can be concluded that learning motivation is proven to be unable to moderate the influence of online games on academic achievement. This can be seen in the increase in the adjusted R square value from the X-Y simple linear regression model from 1.05% to 0.027% in the moderated regression analysis, with an increase of 1.023% and a significance of 0.917. This means that the learning motivation variable (Z) moderates/weakens the relationship between the online game variable (X) and the academic achievement variable (Y).

Tabel 4.9 :Hasil Uji Koefisien Determinasi (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.163 ^a	.027	.000	10.580

a. Predictors: (Constant), MOTIVASI BELAJAR, GAME ONLINE

Information :

R: unit of thermal resistance used to compare the insulation properties of various materials.

R Squer: a statistical measure that shows how much variation in a dependent variable can be explained by the independent variable

Adjusted R Square: the R² value is adjusted so that the image is closer to the quality of the model exploration in the population.

Std. Error Of The Estimate: The standard error of the estimate is a measure of the mean deviation of the error, the difference between the \hat{u} -values predicted by the multiple regression model and the u -values in the sample.

Based on the R² table, it is obtained that it is 0.163 or 16.3%, so it can be concluded that the magnitude of the influence of the online game variables and learning motivation on academic achievement is 0.163 or 16.3%, the remaining academic achievement is influenced by other factors outside the research.

4. CONCLUSION

Based on the research results and results of data analysis that has been carried out regarding the influence of online games on academic actvty with learning motivation moderating variable, the following conclusions can be drawn:

1. From the results of the descriptive analysis, it was found that the online game variable (Variable The academic achievement of respondents/students at SMA Negeri 6 Bengkulu City was strengthened by the value of the influence of online game variables on academic achievement of 16.3%.

2. The R² test results obtained a value of 0.163, so it can be concluded that the magnitude of the influence of the online game variable on academic achievement with learning motivation as a moderating variable is 0.163 or 16.3%, the remaining academic achievement is influenced by other factors outside the research.

3. Partially, by looking at the research results of online games on academic achievement, a significant value of 0.324 > 0.05 was obtained with a calculated t result of 0.994 < t table 2.960. It can be concluded that online games do not have a significant effect on academic achievement.

4. From the results of the moderated regression analysis (MRA) test, it can be concluded that learning motivation is proven to be unable to moderate the influence of online games on academic achievement. This can be seen in the increase in the adjusted R square value from the X-Y simple linear regression model from 1.05% to 0.027% in the moderated regression analysis, with an increase of 1.023% and a significance of 0.917. This means that the learning motivation variable (Z) moderates/weakens the relationship between the online game variable (X) and the academic achievement variable (Y).

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