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The Influence of Online Games on The Social Behavior of High School Students

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Abstrak

Kemajuan teknologi komunikasi saat ini telah mengakibatkan perubahan pada beberapa bagian kehidupan, termasuk industri hiburan, yaitu game online. Umumnya, game online digunakan sebagai bentuk relaksasi dan menghilangkan kelelahan setelah menyelesaikan tugas sehari-hari. Namun, pada kenyataannya, orang menjadi kecanduan game online karena intensitas permainan game yang tinggi, terutama di kalangan remaja. Bahkan game online secara berlebihan membawa dampak negatif dan beberapa kesenjangan sosial seperti tidak disiplin waktu, sopan santun menurun. Peneliti ingin mengetahui bagaimana pengaruh dan hubungan online games terhadap perilaku sosial siswa SLTA di Kecamatan Bangil. Penelitian ini menggunakan metode kuantitatif, dengan survei analitis. Analisis dan sampel menggunakan purposive sampling di beberapa warung kopi Kecamatan Bangil, sampel yang diambil sebanyak 50 responden. Hasil penelitian menunjukkan adanya pengaruh game online terhadap perilaku sosial siswa SLTA yaitu $Y = 5,066 + 0,848 X$ yang artinya ada pengaruh yang signifikan. Korelasi antara X dan Y sebesar 0,774 dan sisanya menunjukkan bahwa adanya hubungan variabel lain selain yang diteliti oleh peneliti. Adanya hubungan yang kuat dan signifikan antara game online dengan perilaku sosial siswa SLTA. Pengaruh game online terhadap perilaku sosial siswa terdapat dampak negatif yaitu mengeluarkan kata kasar, gangguan terhadap produktivitas sehari-hari seperti kesehatan menurun, lupa janji terhadap orang lain, lalai dalam hal ibadah, tugas terbelakalai, bentuk simpati terhadap orang lain menurun.

Kata Kunci: Game Online, Perilaku Sosial, Siswa

Abstract

Several aspects of life are currently undergoing transformations due to the rapid advancement of communication technology, and one such aspect is entertainment, specifically online games. The primary purpose of online games is to provide amusement to individuals and prevent them from experiencing boredom after completing routine tasks. However, individuals become addicted to online games primarily due to the intense gameplay, particularly among teenage groups. Even excessive online games has negative consequences, including social inequality such as timelessness and a decline in manners. This study aimed to examine the correlation between online games and the social behavior of high school students in the Bangil District. This study employed a quantitative method utilizing an analytical survey. The sampling technique employed was purposive sampling, conducted in several coffee shops within the Bangil District, with a sample size of 50 respondents. The findings of this study revealed a negative impact of online games on the social behavior of high school students, as indicated by the equation $Y = 5.066 + 0.848X$, demonstrating a significant influence. The correlation between X and Y is 0.774, indicating a negative relationship between the variables. The remaining 0.226 falls outside the scope of this investigation. There existed a strong and significant negative relationship between online games and the social behavior of high school students. The

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impact of online games on students' social behavior manifested in several negative aspects, including the usage of harsh language, disruption of daily productivity leading to health deterioration, failure to keep promises to others, neglecting religious worship, abandoning tasks, and a decrease in the display of empathy towards others.

Keywords: Online Games, Social Behavior, Student

Introduction

As time passes, the progress of technology and science is becoming more rapid and continually increasing. Humans would find it difficult to convey information and struggle to communicate if there were no technology and science. The increasingly rapid and significant progress of technology has a profound impact on various aspects and dimensions of human life today. This development is evident in the rapid flow of information and the multitude of channels through which people obtain information.

The rapidly growing internet, along with the progress of time, offers numerous benefits. Another product of technological advancement is the mobile phone. The increasing prevalence of mobile phone users, especially among teenagers, has led to a change in the dissemination of information, from information that was previously posted on campus bulletin boards to information that can now be accessed through *handphone* (Haryanto & Kurniawan, 2021). Both the internet and mobile phones have the benefit of serving as entertainment tools. One of the games that can be played on mobile phones is online games. Online games refers to games that can be played when there is an internet connection (Aji, 2012). As we are aware, online games have now become popular and appealing across all age groups.

Games are easily accessible through mobile phones and internet-based multimedia applications. Online games are playable through mobile phones using an internet connection. The current gaming landscape is different from the past, as games used to be played by only one person, but now they can be played by multiple people simultaneously (Samuel

Henry, 2010). Online games are games that can be accessed by many players, where the machines used by the players are connected through an internet network.

Interdependence is demonstrated in various human activities, and social behavior is one of them. The capacity to interact with others, both physically and mentally, is an example of social behavior. Emotions, behaviors, and mentality all contribute to such behavior. These actions stem from the need to communicate with others. The way an individual interacts with and responds to others is an important social component that needs to be investigated, especially in the context of online games. Humans are inherently interdependent and cannot survive in isolation. Therefore, humans require a social network consisting of individuals with whom they can engage in personal and social interactions, both on a personal and social level (Nunu Nurfirdaus dan Risnawati, 2019).

A study by Dendy et al. revealed that DOTA player groups exhibit superior task switching, working memory, and multitasking abilities compared to non-DOTA player groups, indicating the influence of MOBA *gameplay* elements, including tactics and strategies; micro and macro management; early, mid, and late-game phases; and resource systems. Consequently, it can be concluded that RTS *gameplay* in MOBA games has an impact on the cognitive abilities of novice players (Senapartha, I Kadek Dendy; Ferdiana, Ridi; Hartanto, 2015).

Meanwhile, Kristanti's findings indicate that playing online video games can alter the way people think and act. Research findings suggest that students who are regularly engaged in online games tend

to come from middle-class backgrounds. The Minimum Mastery Criteria (KKM) results indicate that students who play online games have average 9 learning outcomes; therefore, students who play online games do not outperform their non-gaming peers in terms of academic achievement. Students who play online games are more likely to utilize their school allowances as funds for playing online games, while students who play online games at home use their own personal computers (Kristanti, 2019).

Participation in online learning-based games has a positive effect on an individual's listening and speaking abilities in the English language, as well as their overall interest in learning, without coercion or manipulation, and can provide high learning motivation to achieve maximum results compared to traditional non-game learning using reading and listening methods in English (Kho, 2020).

Teenagers have a strong interest in online games, but if this activity creates problems in real life, it can be considered self-destructive. Such risky behavior becomes a factor in assessing the proportion of addiction. Consequently, it influences activities related to teenage laziness (Dhamayanthie, 2020).

It can be concluded from the above statement that playing online games has both positive and negative effects. Students who are addicted to online games may not show significant changes in their behavior, but others around them are indirectly influenced. The social environment fundamentally impacts human behavior. Considering the current phenomenon of online games and its impact, which is highly popular among Indonesian audiences, including in the Bangil Regency, particularly among high school students, the researcher aims to further study the impact of online games on changes in the social behavior of high school students. This research aims to understand the connection and impact of online games on the social behavior of high school students

in the Bangil District. This research holds unique significance compared to other studies, as it focuses on the social behavior of internet users, specifically in playing online games.

Method

This research utilizes a quantitative strategy, including an analytical survey methodology, data collection using a questionnaire approach, and online dissemination through the Google Forms instrument. Respondents were selected randomly and combined with snowball sampling techniques, or more precisely, purposive sampling techniques. The researcher excluded non-players as respondents. The selected respondents were randomly asked to invite their friends or community members to fill out the questionnaire form available on *Google Forms*. A total of 50 high school students were gathered as research samples, distributed across several neighborhoods.

The population of this research includes all high school students in the Bangil District who fall into the category of online games *players*. This type of data consists of quantitative data, which is data collected in numerical form in relation to statements relevant to the research. The questionnaire was constructed using a Likert scale so that respondents could choose responses that corresponded to their level of expertise. The purpose of this research questionnaire is to gather information about the impact of online games on the social behavior of high school students in the Bangil District.

Prior to analyzing the data, reliability and validity tests were conducted. The reliability criterion of a questionnaire is whether it has a *Cronbach's Alpha* > 0.60. Hypotheses were tested using analytical methods such as correlation and regression analysis, simple correlation statistics, and multiple correlations to examine the close relationship between the effects of online games and the social behavior of high school students.

By referring to the guidelines for interpreting correlation coefficients and following the approach presented by Sugiyono (2018), the magnitude of the influence of the independent variable, online games (X), on changes in social behavior (Y) can be calculated using simple linear regression analysis. This can be represented by the equation $Y = a + bX$.

Results and Discussion

Results

In the findings of the questionnaire response analysis, the influence of playing online games on changes in social behavior among 50 high school students aged 16 to 18 years, comprising 86% males and 14% females, can be observed. The dominant age group is 17 years old, accounting for 48%, while the remaining 24% are 16 years old and 28% are 18 years old. There were 10 items used to gather data regarding online games (Variable X) in this study, including statements related to various aspects such as frequency of playing online games, time spent playing online games, and emotional experiences during gameplay. On the other hand, to gather data on social behavior (Variable Y), there were 10 statement items related to aspects such as learning motivation, understanding of the environment, daily life quality, and health issues.

In variable X, the indicator statement "I cannot stop playing until I win" had a response rate of 92% in agreement. Furthermore, for the statement "Playing online games can improve English language skills," the response rate in agreement was 86%. In variable Y, the indicator statement "If someone asks for help while I'm playing online games, I immediately assist them without delay" had a response rate of 74% in disagreement. Additionally, the statement "Playing online games expands my circle of friends" had a response rate of 90% in strong agreement.

Variables X and Y were obtained overall from the results of the validity test, and the item numbers were considered valid

since the calculated r-value > the tabulated r-value at a significance level of 0.05. Reliability indicates that the measurement instrument can be relied upon as a data collection tool. *Cronbach's Alpha* > 0.60 is considered reliable for the variables, while *Cronbach's Alpha* < 0.60 is considered unreliable. The following are the results of the validity and reliability tests:

Table 1.
 Validity and Reliability Testing

Variable	Cronbach's Alpha	Construct	Description
Online games	0,757	>0,60	Reliable
Social Behavior	0,608	>0,60	Reliable

Based on Table 1, it is determined that all the statements presented for the variables of the influence of online games and social behavior have *Cronbach's Alpha* values greater than 0.60. Therefore, all the proposed statement instruments are suitable for use as measurement tools in the research and are considered reliable.

Table 2.
 Simple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	5,06	3,13			1,6	0,1
x	0,84	0,10	0,774		8,4	0,0
	8	0			57	00

Based on Table 2, the data shows that the generated constant (α) is 5.066, indicating that in the absence of the independent variable (online games), the social behavior value is 5.066. On the other hand, the coefficient value of X is 0.848,

indicating that an increase of 1 unit in the online games variable will lead to an increase in social behavior, and vice versa.

Table 3.
Multiple Correlation Coefficient Analysis

Model	R	R Square	Adjusted R Square	Error of the Estimate
1	0,77 a	0,598	0,590	1,988

Based on Table 3 above, the obtained value of R is 0.774, while the remaining value of 0.226 indicates the presence of other variables influencing the relationship, apart from those examined by the researcher. This means that the relationship between the online games variable (X) and social behavior (Y) is strong with a value of 0.774, while the remaining value of 0.226 is influenced by other variables not studied by the researcher.

Discussion

Online games are games or activities that can be connected to the internet or a local network and connect players to each other, allowing them to play the same game (Andri Arif Kurniawan, 19, in Andy Widhiya Bayu Utomo, 2019). Online games are a subgenre of electronic games played in a multiplayer network setting, often across multiple computers, mobile devices, gaming consoles, laptops, or other gaming devices. They can be played by multiple users simultaneously (Firdaus, 2018).

It can be concluded that online games are defined as games that allow cooperative gameplay through devices with access to an online network. There are rules for online games that players must learn in order to follow the plot as they play. Online games can be enjoyable, but players need to be aware of how these games impact them. Although the addictive qualities of online games are comparable to other addictions, online gambling addiction is considered more of a psychological need than a

physical one. Addiction to online games can manifest in at least four ways:

- a. Compulsion (Compulsive/urge to engage in something continuously)

The incessant need to play video games originates from within one's own psyche.

- b. Withdrawal

This is an attempt to escape or withdraw from something. Someone who cannot detach themselves from anything other than playing online games is said to be in withdrawal.

- c. Tolerance

Tolerance is allowing ourselves to feel comfortable with our actions. In most contexts, tolerance towards something like online games is measured in terms of the total amount of time spent on the activity. Until they have their fill of online games, most gamers will continue to play it.

- d. Interpersonal and Health-Related Problem (Interpersonal Relationship Issues and Health)

This is a social issue that may have negative effects on our health. Addicts spend so much time immersed in the virtual world that they rarely consider the state of their real-life relationships. Similarly, when it comes to their physical well-being, those who spend excessive amounts of time playing games neglect issues such as sleep deprivation, poor hygiene, and inadequate nutrition (Chen, C. Y. & Chang, 2008).

The relationship between an individual and their environment is social behavior. Social behavior refers to the physical and mental actions performed by individuals in their interactions with others to satisfy themselves or others based on social criteria and vice versa. Humans are inherently social beings and cannot survive without the assistance of others. Therefore, humans need friends and communities with whom they can interact and socialize, both

internally and externally, according to their needs (Nunu Nurfirdaus dan Risnawati, 2019).

According to Hurlock (2003:261), social behavior is seen as an indication of social competence. Additionally, the term social behavior is used to describe the common actions of individuals in society, which generally reflect the behavioral norms among people of the same age and socioeconomic status. Baron and Byrne, as cited in Rikarahim and Muh. Yusuf, state that an individual's social behavior can be shaped by four categories, namely: (Rikarahim dan Muh. Yusuf Hidayat, 2015):

a. Behavior and Characteristics of Others

If someone frequently interacts with individuals who have positive attitudes, they tend to adapt to societal norms of politeness. Conversely, if they engage with individuals who are arrogant, they be influenced by their behavior.

b. Cognitive Processes

Memories and thoughts, such as ideas, beliefs, and considerations, which form the foundation of an individual's social perception, have an impact on their social behavior.

c. Natural Environmental Factors

These factors can sometimes influence an individual's social behavior. People from coastal or mountainous areas, who are accustomed to speaking loudly, exhibit more active social behavior, while young people from rural settings, who are accustomed to speaking softly, speak more softly.

d. Cultural Norms

As a framework for human interaction and cognition, culture provides structure. Someone from one ethnic background may experience culture shock when visiting a society that emphasizes a different set of values.

Positive Impacts of Online games on High School Students

Most online games are in English, allowing players to learn the language while having fun outside of school (Kustiawan, A. A., & Utomo, 2019). This is supported by studies conducted by (Prastius, 2020), that found traditional teaching techniques, such as reading English texts and listening assessments, to be less engaging compared to online games-based approaches for teaching English.

Online games enhance brain intelligence by increasing the brain's capacity to comprehend items within and outside of the game. Additionally, players become accustomed to creatively and innovatively solving problems when they arise (Angga Ardiansyah, Dany Pratmanto, 2018). Research was also conducted by Khoiriyah, which showed that eight teenagers who played online games experienced positive effects, namely increased concentration, discipline, computer skills, and strengthened friendships (Khoiriyah, 2018).

Thus, similar to the findings of this research, online games have a positive impact on players, such as enhancing English language proficiency, fostering critical and cognitive thinking in strategy, and expanding social connections.

Negative Impact of Online games on High School Students

According to the literature review (Irmawati, 2016), When someone enters the stage of game addiction and loses time management, it leads to a decline in motivation to study. This occurs because they are more interested in playing online games than studying. If they are less motivated to learn as a result, their educational outcomes will be affected.

Similar to the views cited by (Hartanto, 2016) in his journal article the relationship between the intensity of online

games and study concentration. (Lestari & Mantasa, 2008) found that students are unable to control the intensity of their online games and prioritize the development of their gaming skills over studying. If they are more focused on developing gaming skills rather than studying, it becomes more difficult for them to concentrate on their studies. This study found that the higher the intensity of online games, the lower the study concentration.

The research conducted by (Dhamayanthie, 2020) shows that online games contribute to students' procrastination and neglect of homework. Online games divert students' attention from their tasks, leading to negligence of their work and assignments, resulting in a failure to maintain time discipline. A qualitative study (Malahayati et al 2020, dalam Fahrizal & Pratama, 2021) reveals that playing online games carries the risk of "trash-talking," which involves using rude or bullying language towards others when disruptions occur within or outside the game. According to the research, the obstacles encountered in playing online games include playing with strangers, failure to cooperate, offensive language from other players, lack of knowledge about how to play, lack of understanding of the correct way to play, limited communication, unsatisfactory game outcomes, and external disruptions such as internet interruptions, inadequate equipment specifications, and environmental factors.

One of the negative impacts of online games on the social behavior of high school students is time wastage. To illustrate this, the following are the results from the questionnaire diagram.



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Figure 1.
Diagram of One-time Online games



Figure 2.
Diagram of Daily Online games

Conclusions can be drawn from the above diagram that the observation results indicate that almost all respondents spend at least four hours playing online games, to the point of losing track of time. This leads to addictive behavior. Even if someone interrupts them while playing, they become angry and use offensive language. Players also refuse to stop playing unless they win or achieve success, which disrupts their daily productivity. This includes declining health, forgetting commitments to others, neglecting religious obligations, abandoning tasks due to online games, and a decrease in empathy towards others.

Conclusion

The findings of data analysis and discussion indicate that the level of online games in Bangil District is high and that playing online games influences the social behavior of high school students. The predictive power of online games on the social behavior of high school students is demonstrated by the determinant coefficient $R^2 = 0.744$, meaning that 74.4% of the influence of online games on the social behavior of high school students is determined by online games addiction. Meanwhile, the remaining 25.6% of social adjustment is influenced by other factors. Online games can have positive impacts on

students, such as improving English language skills, fostering critical and cognitive thinking in strategies, and expanding social connections. However, there are negative impacts that can be experienced, such as using offensive language, disrupting daily productivity, declining health, forgetting commitments to others, neglecting religious obligations, abandoning tasks due to online games, and a decrease in empathy towards others.

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