

The Relationship Between Intensity of Playing Online Games and Academic Boredom to the Level of Aggressiveness in Students of SMK X in Mojokerto City

By:

Imelda Nova Amalia, Ghozali Rusyid Affandi

Departement of Psychology

Muhammadiyah University Sidoarjo

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INTRODUCTION

- ❖ Adolescence is a crucial phase because there is a transition from childhood to adulthood in terms of physical, cognitive, emotional, and social aspects that affect one's personality in adulthood.
- ❖ Erick H. Erickson says there are eight sequential stages of psychosocial development throughout human life that are interconnected with each other and need to be completed by everyone.

INTRODUCTION

- ❖ In adolescence, individuals will experience a phase of identity Vs role confusion.
- ❖ According to Erikson, adolescents can be said to have found their identity when they can complete 3 things, namely choosing a job, adopting believed values, and developing an appropriate sexual identity.

INTRODUCTION

- ❖ As quoted from detik.com, it happened on Friday (18/8/2023), a vocational high school student in Cimahi city, who was the victim of bullying by other students who were allegedly from the same school.
- ❖ Quoted from Liputan 6, there was an act of bullying of a vocational health student in Bandung City, the victim died.
- ❖ Quoted from detikEdu [10], the Federation of Indonesian Teachers' Unions (FSGI) has released data on cases of bullying or bullying in schools in 2023. Where from January to September there were 23 cases of bullying, of which 13.5% occurred at the SMK level.
- ❖ Just like the initial survey I conducted at smk x, which had the results of 58% of 26 students having a high level of aggressive tendencies.

INTRODUCTION

- ❖ Buss and Perry say that aggressive behaviour is basically an urge to hurt others, to express negative feelings such as hostility, to achieve personal desires.
- ❖ Buss and Perry separate aggressive behaviour into four aspects, namely Physical aggression, Verbal aggression, Anger, and Hostility.

INTRODUCTION

- ❖ The internal factor that encourages aggressive behavior in students is academic boredom
- ❖ According to Affandi, et al., academic boredom is a negative emotion characterized by low arousal, discomfort, dullness, tension, and repetition while doing tasks.
- ❖ The aspects to measure the level of academic boredom according to Pekrun et al., namely affective, cognitive, motivation, and expressive.

INTRODUCTION

- ❖ In addition to internal factors, there are also driving factors that come from outside or external factors of students, namely violent impressions, which can be sourced from games on cell phones or what are commonly called online games.
- ❖ the intensity of playing online games is the willingness and strength of a person's interest in playing online games within a certain time repeatedly.
- ❖ According to Ajzen, there are 3 aspects to intensity, including Duration, Frequency, and Concentration.

METHOD

- ❖ This study used a quantitative non-experimental method with a correlational approach.
- ❖ **Population:** All students in XI grade of SMK X Mojokerto city, which amounted to 300 students. **Sample:** 221 students of XI grade. **Sampling method:** simple random sampling.
- ❖ The data collection method used to measure academic boredom is an academic boredom scale adapted from Affandi's scale with a reliability of 0.94.
- ❖ The intensity of playing online games is measured using the intensity of playing online games scale adapted from U. Hardi's scale with a reliability value of 0.81.
- ❖ while aggressiveness was measured using the aggressiveness scale adopted from L. O. Manalu's scale with a reliability value of 0.91.
- ❖ The data analysis method used in this study is multiple correlation analysis with the help of the SPSS application.

RESULTS

❖ Normality test

		Unstandariz ed Residual
N		221
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.27036156
Most Extreme Differences	Absolute	.049
	Positive	.037
	Negative	-.049
Asymp. Sig. (2-tailed) ^c		.200 ^d

RESULTS

❖ Linearity test of IPG with Ag

			Sum of Squares	df	Mean square	F	Sig.
Intensity of Playing Online Games * Aggresiveness	Between groups	(Combined)	1984.187	30	66.140	.957	.535
		Linearity	265.098	1	265.098	3.837	.052
		Deviation from Linearity	1719.089	29	59.279	.858	.677
	Within Groups		11745.435	170	69.091		
	Total		13729.622	200			

❖ Linearity test of AB with Ag

			Sum of Squares	df	Mean square	F	Sig.
Academic Boredom * Aggresiveness	Between groups	(Combined)	4713.700	57	82.696	1.312	.101
		Linearity	765.810	1	765.810	12.146	<.001
		Deviation from Linearity	3947.890	56	70.489	1.118	.296
	Within Groups		9015.922	143	63.048		
	Total		13729.622	200			

RESULTS

❖ Hypothesis test

		Intensity of Playing Online Games	Academic Boredom	Aggresiveness
Intensity of Playing Online Games	Pearson Correlation	1	.338**	139*
	Sig. (2-tailed)		<.001	.049
	N	221	221	221
Academic Boredom	Pearson Correlation	.338**	1	.236*
	Sig. (2-tailed)	<.001		<.001
	N	221	221	221
Aggresiveness	Pearson Correlation	139*	.236*	1
	Sig. (2-tailed)	.049	<.001	
	N	221	221	221

RESULTS

❖ The effect size of intensity of playing online games on aggressiveness

				95% Confidence Interval	
		standardizer ^a	Point Estimate	Lower	Upper
IBG - Ag	Cohen's d	10,005	1,001	0,839	1,162
	Hedges' correction	10,040	0,998	0,836	1,158

❖ The effect size of academic boredom on aggressiveness

				95% Confidence Interval	
		standardizer ^a	Point Estimate	Lower	Upper
KA - Ag	Cohen's d	16,517	1,850	1,632	2,067
	Hedges' correction	16,574	1,844	1,627	2,060

DISCUSSION

- ❖ The results of this study indicate that there is a significant relationship between the intensity of playing online games and aggressive behaviour. In other words, if the intensity of students playing online games increases, their aggressive behaviour also increases. In addition, the results of the Cohen's d Effect Size test indicate that the variable of online gaming intensity has a significant impact on aggressiveness.
- ❖ In addition to the above results, it can also be proven that there is a significant relationship between the variable of academic boredom and aggressiveness. In other words, if the level of academic boredom among students increases, their aggressive behaviours also increase. Meanwhile, the Cohen's d Effect Size test states that academic boredom has a significant impact on aggressiveness.
- ❖ Thus, it can be concluded that the major hypothesis stating "there is a joint relationship between academic boredom and the intensity of playing online games with the level of aggressiveness among students of SMK X in Mojokerto City" is accepted.

CONCLUSION

- ❖ **Implication** : It is important for schools, teachers, and parents to pay more attention to students' gaming duration and to create a more engaging and non-monotonous learning environment. Schools can develop more interactive teaching methods that are relevant to students' interests to reduce academic boredom.
- ❖ **Limitation** : The limitation of this study is the absence of criteria in the sampling process. Therefore, there are several respondents who are not accustomed to playing online games. Moreover, the scarcity of research on academic boredom makes this study still lacking in references related to that variable.
- ❖ **Future Research** : Suggestions for similar future research are related to sampling techniques. Use techniques by applying specific criteria so that both the respondents and the data obtained meet the expectations and objectives of the research. Additionally, increase the number of references for the academic boredom variable.

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