



THE IMPACT OF ONLINE GAME ADDICTION ON LEARNING ENTHUSIASM TO PROMOTE THE STUDENTS' MOTIVATION TO LEARN

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ABSTRACT

The main purpose of this study is to examine the influence of online game addiction on the learning motivation of fourth-grade children. Specifically, the research focuses on investigating the impact of online game addiction on the enthusiasm for learning among fourth graders at SDN 1 Bubusan. The study involves fourth-grade students, class teachers, and parents of students who are addicted to online games at the mentioned school. A descriptive-qualitative research method is employed, and data collection techniques include observations, interviews, and questionnaires. Classroom sessions were observed to witness teachers delivering learning materials, and interviews were conducted with students, parents, and class teachers. Additionally, students completed questionnaires to gather their perspectives. Data analysis consisted of data reduction, data presentation, and drawing conclusions. The findings of this study reveal that online game addiction among children has a detrimental impact on their enthusiasm for learning. It leads to decreased motivation to study and a lack of attentiveness towards teachers' explanations of learning materials.

Keywords: Online Games, Impact of Online Game Addiction, Enthusiasm for Learning

1. INTRODUCTION

Technological advancements, industrialization, and the accumulation of knowledge are continually progressing, resulting in a wide range of technological products that cater to diverse human needs in areas such as education, healthcare, and entertainment. Among students, online gaming has emerged as a highly popular and sought-after technology product in recent years. Online games have gained significant traction due to their ability to provide entertainment

and enjoyable experiences (Adiningtiyas, 2017, p. 28). The development of online games in Indonesia traces back to approximately 2003 when games like Ragnarok Online, Gunbond, and Seal were introduced. Initially, these games required payment to play but managed to attract new players. The subsequent introduction of free online games further boosted their popularity, drawing in more players, including novices (Kusumawardani, 2015, p. 156).

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Online games are visually immersive games played on computers or mobile phones connected to the internet. These games present players with various challenges, and as a result, individuals can easily develop addictive tendencies, forming habits that are difficult to break. This addiction can cause players to lose track of time and their surroundings (Paremeswara & Lestari, 2021, p. 1474). Through community observations, researchers noted the engrossment of 15 elementary school children in playing games on their mobile phones. These children were identified as fourth graders attending SDN 1 Bubusan, which is situated in Bubusan village, Jejawi sub-district, Ogan Komering Ilir district, South Sumatra province.

Based on these observations, the researchers aimed to investigate the impact of online gaming by gathering information from both teachers and fourth-grade students at SDN 1 Bubusan. According to the fourth-grade teacher, many students in that grade indulge in online gaming, which negatively affects their active participation in the learning process and their discipline in attending school. The increasing popularity of online games has attracted enthusiasts from diverse backgrounds, including adults, teenagers, and even elementary school children. During this developmental phase, children exhibit curiosity and a desire to explore their surroundings. They possess an innate curiosity towards new experiences and constantly seek opportunities for communication. Online games, being a novel and captivating experience, capture the

interest of elementary school children, leading them to spend extensive hours playing these games at home. Ideally, children of this age should engage in enjoyable play and socialize with their peers (Paremeswara & Lestari, 2021, p. 1474).

In addition to addiction, online games can impact the social environment by fostering laziness among players, including children and students. Individuals addicted to online games often experience a decline in their initial diligence towards studying or engaging in other activities. This lack of enthusiasm contributes to the growing number of online game addicts. It is well-established that a child's enthusiasm for learning plays a pivotal role in determining their academic success. Children with high levels of enthusiasm for learning tend to learn more efficiently and effectively.

Enthusiasm for learning encompasses all internal efforts that guide and ensure the continuity of learning activities, providing a sense of direction towards achieving learning goals (Chairunnisa, Risnawati, & Wijayanti, 2021, p. 290). It plays a crucial role in the learning process, aiding children in managing and enhancing their academic achievements. With a strong enthusiasm for learning, children become more interested and actively involved in educational activities, maintaining their motivation and diligently working towards their goals. Online game players often lose track of time and neglect their responsibilities, particularly elementary school-age children who excessively engage in gaming. Since

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online games lack personal connections, many elementary school-age children addicted to these games exhibit a diminished enthusiasm for learning. Evidently, online games and the level of enthusiasm for learning significantly influence children's academic achievements. This realization prompted the researchers to conduct a study titled "The Impact of Online Game Addiction on the Learning Enthusiasm of Fourth-Grade Children at SDN 1 Bubusan."

2. LITERATURE REVIEW**Concept of Online Games**

Online games are interactive games that multiple players can access using an internet connection. These games can also be played on personal devices, such as smartphones, in the form of mobile games. Mobile games are specifically designed and developed to be compatible with smartphones and tablet PCs. They are available on various platforms, including Apple iOS, Android, and Windows Phone (Subandi, Faith, & Syam, 2022, p. 251). To play online games, the device used must be connected to the internet network. Without internet connectivity, it is unlikely that online games can be accessed (Derwis, Amri, & Reymond, 2020, p. 229).

Online games are characterized by their ability to enable multiple players to participate simultaneously through online communication networks (Trisnani & Wardani, 2018, p. 4). According to Winn and Fisher (as cited in Trisnani & Wardani, 2018, p. 4), multiplayer online games represent the

evolution of single-player games, sharing a similar format, method, and general concept, with the distinction that multiplayer online games allow for simultaneous participation by numerous individuals. Burhan (as cited in Trisnani & Wardani, 2018, p. 4) defines online games as computer games played by multiple players via the internet. These games are often offered as additional services by internet service providers or directly provided by specialized gaming companies. When engaging in online gaming, two essential components are required: a computer system capable of running the games and a reliable internet connection.

Online games are a form of electronic media that present games through dynamic visuals, colours, and sound. They feature game rules and various levels, offering entertainment and often leading to addictive gameplay. Operationally, online games are gaming platforms that incorporate engaging concepts, three-dimensional graphics, and impressive effects (Adiningtiyas, 2017).

History of Online Games

The development of online games itself cannot be separated from the development of computer technology and computer networks. The explosion in the growth of online games itself reflects the rapid growth of computer networks, which used to be small (small local area networks) on the Internet and continue to grow. When the first computers came out in 1969, only two people could use them to play games. Then came the time-sharing computer so that more players

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could play without having to be in the same room (Multiplayer Games), according to Jessica Mulligan (Trisnani & Wardani, 2018, p. 5).

In 1970, when packet-based computer networks were born, computer networks were not limited to LANs (Local Area Networks) but also included WANs (Wide Area Networks) and became the Internet. Online games that initially appeared were mostly military simulation games or military aircraft, which were later commercialised. These games inspired other games to be born and developed. Aradhana Gupta (Trisnani & Wardani, 2018, p. 6) mentions that in 1995, NSFNET (the National Science Foundation Network) repealed regulations previously imposed on the gaming industry. After this cancellation, the achievements of online game players and the development of online games have been so rapid (Trisnani & Wardani, 2018, p. 6).

Weaknesses and Strengths of Online Games

According to Kustiawan & Utomo (2019, p. 11), online games have advantages and disadvantages, among others, as follows:

Advantages of online games:

1) Improves concentration; each game has a different difficulty level. Playing online teaches the game to win games quickly and efficiently and earn more points. Online game players are more focused due to multitasking, looking for loopholes to avoid, and following the flow of the game. The harder the game, the more concentration is required.

- 2) Develop motor skills and hand-eye coordination, and players can enhance hand-eye cooperation.
- 3) Improve reading skills, and it doesn't make sense if online games are a type of game that reduces students' interest in reading. In this case, online games can actually increase interest in reading the game.
- 4) To improve English skills, most online games use English in their activities, so players need to know English vocabulary.
- 5) With increasing gadget knowledge so that they can enjoy games comfortably and with prime image quality, online game players are trying to find information about computer technical data and internet connections that can be used to play these games.
- 6) Games that develop students' imaginations can help students develop their own imaginations by using these imaginations to balance various events in the game and apply them in the real world (relevant and positive).
- 7) In multiplayer or pair games, students are asked to coordinate and cooperate with their friends (game members) to win the game.

Weaknesses of Online Games:

- 1) Most of the games currently circulating are designed to make players addicted. The more a person is addicted to a game, the more the game maker profits. However, this manufacturer's profit is bad for the psychological health of the players.

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- 2) Although motivation to do negative things is not great, we often find cases in online games where players try to steal credentials from other players in various ways. Then take the money there or buy expensive equipment.
- 3) Speaking rudely and dirtyly, whether it's happening somewhere in the world or only in Indonesia, when playing in internet cafes or game centres, online players often say dirty and harsh words.
- 4) Disengagement from real activities and attachment to the task of the game and the feeling of playing it often lead to neglect of various activities. Among other things, religious, school, college, or work time is neglected to play or think about it.
- 5) Changes in resting and eating habits often occur in online gamers due to decreased self-control. Meal times become irregular, and rest periods become shorter.
- 6) Decreased enthusiasm for learning in children because children who play online games tend to be more lethargic, sleepy, and weak due to playing games that like to go too far during the day and at night, so their sleep patterns are not good enough.

Definition of Addiction

Initially, the term addiction was used to identify self-destructive behaviour that included addicted individuals with a physiological dependence on an illegal drug. However, in the last 20 years, the term addiction has broadened to include substances or reinforcing behaviours that are affective, compulsive, self-destructive, and difficult to

stop. (Adiningtiyas, 2017, p. 31). Addiction is the behaviour of dependence or a state of being physically or psychologically very strongly attached to doing something and having a bad feeling about not doing it fully (Santoso & Purnomo, 2017, p. 034). Addictions are unhealthy and self-destructive habits or behaviours that are difficult to break, according to Yee (Trisnani & Wardani, 2018, p. 12). Addiction is a dependent behaviour that is very strongly bound physically and psychologically to doing something that is done in a fun way if it can be fulfilled (Hayadi, 2021, p. 33).

Definition of Online Game Addiction

Online game addiction is a condition in which a person plays online games excessively and becomes enslaved to this habit; they play them more frequently and care less about the negative effects of their actions (Rohman, 2018, p. 161). The definition of online game addiction is a condition in which a person is bound by a very strong habit and cannot be separated from playing online games; from time to time, there will be an increase in the frequency, duration, or amount of doing so, regardless of the negative consequences that exist in himself (Santoso & Purnomo, 2017, p. 034).

Online game addiction is a form of addiction caused by internet technology, better known as internet addictive disorder, according to Trisnani & Wardani (2018), p. 75). Yee (Trisnani & Wardani, 2018, p. 12) explained that online game addiction is usually the behaviour of someone who wants to continue

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playing online games and spends a lot of time doing so, and it is likely that the person cannot control it. Young (Trisnani & Wardani, 2018, p. 13) states that online game addiction is the behaviour of wanting to continue playing online games that cannot be controlled or stopped. Online game addiction is the behaviour of someone who wants to continue playing online games and spends a lot of time doing so, and it is likely that the person cannot control them. Imanuel (Trisnani & Wardani, 2018, p. 13).

Online Game Addiction Factors

Detria (Adiningtiyas, 2017, p. 33) said that many factors that influence a person to play online games can be seen both from within the individual (internal) and from outside (external), so that teenagers become addicted to online games.

Internal factors

- 1) A strong desire to get high scores in online games because online games are designed in such a way that players are more curious and want to get higher scores.
- 2) The boredom experienced by adolescents at home or at school and the inability to prioritise other important activities are also reasons for addiction to online games.
- 3) Lack of self-control among elementary school children means that children do not know how to anticipate the negative effects of playing too many online games.

External factors

- 1) An uncontrolled environment because many of his friends play online games.

- 2) The lack of good social skills makes children choose to play online games as a fun hobby.
- 3) Parents have high expectations for their children's participation in various activities, such as courses or teaching, so that children's main needs, such as togetherness and playing with family, are forgotten.

Eager to learn

The spirit of learning is all efforts within oneself that can lead to learning activities, ensure the continuity of learning activities, and provide direction for learning activities so that goals can be achieved (Chairunnisa, Risnawati, & Wijayanti, 2021, p. 290). According to Puspitasari (Chairunnisa, Risnawati, & Wijayanti, 2021, p. 292), the spirit of learning is all efforts within oneself that can lead to learning activities, ensure the continuity of learning activities, and provide direction for learning activities so that goals can be achieved. Enthusiasm is an impulse that makes people act or behave in an enthusiastic way related to the causes of behaviour, such as factors that encourage someone to do or not do something. Passion can be defined as the desire to achieve greater status, power, and recognition. Passion can actually be seen as the cornerstone of achieving success in various areas of life through improving skills and will (Fiteriani, 2015, p. 293).

Enthusiasm is an absolute requirement in learning; a student who studies without enthusiasm (or a lack of motivation) will not succeed optimally. In its implications for the

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world of learning, students will not be fully motivated to learn. (Roffina, 2020, p. 810). According to the aforementioned explanation, enthusiasm for learning is a potent emotion that everyone experiences and that stimulates, renews, and fosters a high level of desire. With the spirit of learning, children will be more enthusiastic about participating in the learning process, even though the material conveyed is difficult. Children will certainly try to do their best during the learning process because they have a high level of enthusiasm for learning.

Characteristics of Student Enthusiasm for Learning

According to Munandar, the characteristics of students who are enthusiastic about learning (Fiteriani, 2015, pp. 122–123) are as follows:

- 1) Persevere in facing tasks (can work continuously for long periods of time; don't want to stop before finishing).
- 2) Tenacious in the face of adversity (not easily discouraged).
- 3) Want to deepen the material or field of knowledge provided.
- 4) Always try to perform as well as possible.
- 5) Shows interest in unknown problems.
- 6) Happy and studious, full of enthusiasm.
- 7) Can defend his opinions.
- 8) Pursue long-term goals (which can delay satisfying immediate needs until later).
- 9) Happy to find and solve problems.

Teacher's Role in Teaching

Teachers are parents at school for students, so their role is more or less the same

as that of parents at home. For children, the teacher is considered the main figure who is often imitated after the parent figure. For this reason, teachers are expected to actively participate in supervising children's development so they don't become addicted to playing online games. According to Rini (Adiningtiyas, 2017, p. 38):

- 1) To provide students with understanding when explaining student material, the teacher can add messages about the dangers or bad consequences of playing online games.
- 2) Conducting raids From time to time, teachers or schools may confiscate non-school-related items, especially cell phones.
- 3) Collaboration with parents of children Give children homework to direct their attention to online games.

Focus on education in the family

The rapid development of technology has played an important role in information disclosure in this era. Children in the current era are technology connoisseurs, easily adapting to various technological developments. In this regard, digitalization is a way or method of carrying out activities to achieve a goal. But of course, the negative impact of the digital world on children must be minimised. Parents have always taught their children about these principles. For example, focus on studying during study hours rather than playing games on cellphones. Prohibit performing negative actions both in real and digital space. Do not overdo something, and so

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on. Therefore, parents are obliged to provide principled values to their children, not digital methods. Because the method is easy to learn at school or on online learning platforms, it is the values of the principles that underlie these methods that are far more essential to teach the child," he added.

Meanwhile, Wien Muldian (Faza, Attalina, & Widiyono, 2022) argues that in this technological era, the school-age generation has a more dominant visual learning style. This is where Wien urges families to understand it and also needs coaching or assistance from one family member to another by involving technology. If the family already understands, it will be easy to carry out the learning process together and learn collectively to understand the potential of each family member and the potential of each of their children to develop themselves. If you already know what skills their children are interested in, it will be easier for parents to provide different applications that can be used by each child. Various applications are also available everywhere.

3. METHODS

The method used in this study is the qualitative descriptive method. Qualitative descriptive research refers to research whose purpose is to investigate other conditions or problems using information. This research would be conducted at SDN 1 Bubusan, which is located at Jl. Raya Bubusan village, Jejawi District, Ogan Komering Ilir Regency/City, South Sumatra Province. The research was

carried out in May and June of the 2022–2023 school year. The subjects in this study were fourth graders at SDN 1 Bubusan who were addicted to online games. There were two informants in this study, namely the key informant and the main informant. The key informants were fourth grade students at SDN 1 Bubusan, their parents, and fourth grade teachers at SDN 1 Bubusan. While the main informants are students who play online games.

This type of research data is divided into two parts, including: 1) Primary data sources; 2) Secondary data sources. The data collection technique in this study used a triangulation technique consisting of: 1) Observation; 2) Interview; and 3) Questionnaire. Qualitative research data analysis was carried out before entering the field, while in the field, and after completing the field. The components of data analysis include data collection, data reduction, data presentation, and inference, which is an interactive process that is carried out continuously until the correct conclusions are obtained.

4. RESULTS AND DISCUSSION

It is undeniable that the development of information technology as a learning resource in elementary schools greatly influences students, especially grade IV SD Negeri 1 Bubusan students who already understand that using technology is part of fun activities both in the learning process and in

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playing activities. The characteristics of online game addiction are that students play games for 3–4 hours a day, so they cannot divide their time. The psychological condition of the child is disrupted, such as irritability, emotion, upset, sadness, and getting bored while learning (Setiawati, Jacob, & Umari, 2018, p. 12).

Based on the results of research conducted at SD Negeri 1 Bubusan, which is located at SD Negeri 1 Bubusan, Jln Raya Bubusan Village, Jejawi District, Ogan Komering Ilir Regency, South Sumatra Province, The research was conducted from May 30 to June 9, 2023. The data is a study of the impact of online game addiction on the enthusiasm for learning of fourth graders at SDN 1 Bubusan. The data in this study is qualitative and obtained from observations, interviews, and questionnaires. Observations were made at school with students; interviews were conducted with teachers, students, and parents; and questionnaires were given to students. After the researcher got the next set of data, he did the analysis.

Based on the data obtained by the researcher when conducting research in the field, before presenting it in the description, the researcher first triangulated the data, i.e., obtained the data source and corrected the data found, to determine whether the observation results were in accordance with the results obtained during interviews and questionnaires. From the table above, it can be seen that the data obtained is valid and appropriate. Then perform data reduction, data presentation, and drawing conclusions. The following is a

presentation of the data that has been obtained by drawing conclusions.

No	Indicator	Frequency Online game play time	Addiction level	Amount
1	benchmark	< 2 Hours	Low	8 Students
2	Level	< 3 Hours	Currently	7 Students
3	Addicted Online game	> 4 Hours	Tall	8 Students

Source: Modification from (Attika Nabilla Amalia, 2022, p. 38)

The table above shows the frequency with which children play games every day. 8 of the 27 students studied were included in the low addiction group, as seen from the time spent playing online games, which was < 2 hours; 7 students were in the medium category, as seen from the time spent playing games, which was < 3 hours; and 8 students were included in the addiction group. high seen from the time usually used to play games every day, namely > 4 hours a day. The next stage of analysis is presented in the form of a description, as follows: There are problems that arise from playing online games. From the results of the observations, it can be seen that 15 children experience problems such as a lack of focus in learning, a lack of enthusiasm in class, and not listening when the teacher is teaching. Subsequent observations revealed that students were diligent and focused on doing the tasks given by the teacher. Based on the results of the observations, it was seen that children were doing the assignments given, but there were students who seemed less focused and tended to be preoccupied with their own

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activities. The findings of the observations and the outcomes of the student enthusiasm questionnaires show that research on online game addiction in students has an impact on low student enthusiasm for learning.

Table of Student Response Questionnaire**Results**

No	Question Items	Number of Alternative Answers	
		Yes	No
1	I play online games.	23	4
2	I often play online games.	21	6
3	When I come home from school I immediately play online games.	16	11
4	I spend a lot of time playing online games.	12	15
5	I often buy internet quota to play online games.	15	12
6	I often fall asleep while studying because of the impact of playing online games and not remembering the time.	9	18
7	I am passionate about following the learning process.	12	15
8	I always understand the material explained by the teacher.	16	11
9	I do every assignment given by the teacher well.	12	15
10	I did the homework the teacher gave me at home, and submitted it on time.	14	13
Amount		150	120
Percentage		71%	27%

Source: Modification from (Rine mahdalena, 2021)

The description of the questionnaire data shows that children make statements agreeing with the statement that students often play online games on a large scale. Other students also made similar statements. Furthermore, the impact of online game addiction on enthusiasm for learning, namely enthusiasm in the learning process, is based on the results of the questionnaire. Students made

the statement "no", which means they are less enthusiastic about the learning process. Based on the results of observations, all students often play online games for a long time, so they are less enthusiastic about the learning process because their minds are still thinking about the online games they play.

Addiction to online games causes physical effects, and through observations made, it can be seen that the physical effects that arise from playing online games are reduced vision abilities (Adinintyas, 2017, p. 35). This influence arises because children playing online games, especially for a long time, have an effect on their physical condition. Mobile phones emit radiation, which affects eye vision when playing online games in a position where the distance between the eyes and the cellphone is quite close. And also the position of playing online games in dark and low-light places. When studying in class, children are less able to see the subject matter that the teacher writes on the blackboard. And it can be seen that when learning activities take place, children show a lazy attitude, are not interested, and focus on themselves, not paying attention to the teacher when explaining learning.

When the teacher throws random questions at students, they are unable to answer properly and correctly because they do not pay enough attention to the teacher. From the results of the data collected, it can be concluded that parents play an important role in this focus. With permission from their parents, children can freely access mobile phones and play games as they please. Even

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though it has been restricted, there are some children who steal time when their parents are working, and there are also those who don't pay any attention to what their parents say. According to the findings of research, the effect of online game addiction is that children play games every day with a stable frequency, and some even more frequently. This causes the child to lose a lot of time doing other things, but the child does not show guilt about it. Online games have a negative impact because children become lazy to learn and feel playing games is more fun. Games can take up children's time and cause addiction, and they are challenged to keep playing games until they win.

5. CONCLUSION

The conclusion of the research results and discussion of this research can be summarised as follows: Online game addiction has an impact on students' enthusiasm for learning. It can be seen when learning activities take place that children show a lazy attitude, are not interested, and focus on themselves, not paying attention to the teacher when explaining learning. The role of parents is quite important in this focus; with permission from parents, children can freely access mobile phones and play games as they please. Online games also have a positive impact, as found in the results of the children's enthusiasm for learning questionnaire, which is obtained when children play online games. When children learn English, they are more enthusiastic because they understand the

meaning of what they are learning, which means games too have a positive impact on students.

6. SUGGESTIONS

Based on the above conclusions, the researcher provides the following suggestions:

- 1) For Students: Reducing time spent playing online games so that children are not addicted.
- 2) For Parents: Invite children to do useful activities such as reciting the Koran or playing without using a cellphone; Give enough love and attention.
- 3) For Teachers: Get used to socialising with the surrounding environment; Build a conducive learning environment with your closest friends.

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