

# THE RELATIONSHIP BETWEEN THE USE OF GAMES AND STUDENT LEARNING MOTIVATION AT SMAN 2 SIDOARJO

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## ABSTRACT

High school students today are in a time when someone is experiencing changes within themselves. During the transition to adulthood, students are influenced by external factors that can lead them to be swayed by their environment, such as playing games. Students who have a high intensity of playing games may trigger a decrease in their learning motivation. The decrease in learning motivation among high school students is caused by several factors, including issues at school and relationships with parents and peers. The purpose of this research is to determine the relationship between game usage and learning motivation among students at SMA Negeri 2 Sidoarjo. This research is a non-experimental quantitative study, with a correlational research design using a cross-sectional approach. The respondents of the study consisted of 130 students from SMA Negeri 2 Sidoarjo, selected using purposive sampling technique. The data collection method used was a questionnaire. The analysis method used was Kendall's tau. The research results indicate that there is a relationship between game usage and learning motivation among students at SMA Negeri 2 Sidoarjo. The analysis results using the Kendall's tau test showed a p-value = 0.000, which means p-value < 0.05. The correlation coefficient value or r-value = -0.743 indicates a strong negative correlation, meaning that the higher the game usage, the lower the learning motivation among students. It can be concluded that there is a relationship between game usage and learning motivation among students at SMA Negeri 2 Sidoarjo.

## I. INTRODUCTION

High school students today have characteristics that differ from those in the past, a transition period from childhood to adulthood where they experience development into adulthood, including changes in mental, emotional, social, and physical maturity, which is marked by a desire to socialize and a greater ease in adjusting to peers whom they consider a unique environment that fits their condition as a way to actualize themselves and search for their identity, this is what is meant by Generation Z.

Additionally, the population in the age range of 10 to 19 years, according to student data. According to the regulation of the Indonesian Minister of Health number 25 of 2014, it explains that students fall within the population in the age range of 10 to 18 years, and according to the Population and Family Planning Agency, this is in fact within the student age range of 10-24 years and unmarried. The student phase is a time when a person undergoes various changes both physiologically, both intellectual and psychological [2]. Based on the population data in 2019, the presence of students in Indonesia aged approximately 10 to 14 years amounts to 64.19 million out of a total population of 267 million, so one in four individuals is a student. Meanwhile, the number of students in Central Java province aged 10 to 14 years is 1,426,638 boys and 1,354,712 girls from a total population of 2,781,350 in Central Java. The number of students in Klaten Regency aged 10 to 14 years is 81,741, divided into 42,201 boys and 39,540 girls. Students at a high skill level will undergo changes or transitions from childhood to a higher stage. During puberty or the approaching adult phase, for example, students will experience changes and external influences that can cause them to be affected by their surrounding environment. If there are students who cannot adapt to a constantly changing environment, they will exhibit maladaptive behaviors, such as aggressive behavior that can harm themselves or others, and a decline in learning motivation [3].

Students also have their own uniqueness and characteristics, and they think independently about themselves and everything that has its own developmental tasks. One of the most challenging developmental tasks for students is related to social adjustment. The presence of social media applications among students requires them to adjust

to social media when interacting with others [4]. Currently, there are many games that can be played by various groups. The ease and low cost of accessing games are factors that can cause players to become addicted, especially now with the presence of smartphones that can serve as a means to play online games anytime and anywhere the players are. The games provided also come in a variety of themes and storylines, ranging from dance-themed games, building a city imagination, managing and developing gardens/farms, strategy, warfare, murder, ML or Mobile Legends, PUBG or Player Unknown's Battlegrounds, GFF or Garena Free Fire, COC or Clash of Clans, and HAGO as an online multiplayer game, all of which have been downloaded by more than 100 million gamers on Google Play [5].

Games not only provide entertainment for students but also present interesting challenges that encourage players to participate. As a stimulus, this can influence one's behavior in daily life. Repetitive habits, excessive use, and certain conditioning in watching are considered triggers that change students' behavior, resulting in changes in their attitude and behavior in real life [6]. One of the negative impacts of frequently playing games is the decrease in concentration for studying at home and in school. Students who tend to be addicted to playing are indeed designed by the creators with attractive features, including images, sounds, and animations that draw players in to keep playing unconsciously.

Children who have a fondness for playing games are more likely to have weak immunity, due to a lack of physical activity, sitting for too long, often eating late, and frequently being exposed to radiation from gadgets and other electronic devices [7]. Almost in every game scene, it teaches to take actions according to the topic of the game being played. Games can also subconsciously teach a wasteful lifestyle because some content in the game must be purchased to level up [8]. In a study in America by the American Psychiatric Association in 2013, it was stated that gaming addiction, or Internet Gaming Disorder (IGD), is a compulsive behavior that can lead to prioritizing other interests less and wasting more unused time. This symptom can be caused, among other things, by students playing games for too long, where learning opportunities are no longer prioritized aside from merely playing games.

Furthermore, it is [9] also noted that students experiencing gaming addiction are evident in their playing time, with durations of 3-4 hours or more per day. In addition, the most negative consequence for students when playing games is that they prefer to play rather than study, their motivation to learn is very low, leading to several attitudes such as laziness, being unprepared for lessons, and lack of focus when the teacher explains [10]. It can be seen from the number of students whose scores are below the learning mastery criteria, which is partly caused by students spending a lot of time playing games that can affect their learning motivation and waste the learning time that should be optimized.

Teacher motivation support must be the frontline in addressing this issue, starting with implementing various learning models in the classroom that are diverse, technology approaches, character approaches, and fostering and developing students' learning motivation. [11] state that learning motivation is an effort in everything, both within oneself, that triggers learning activities, ensures the continuity of learning activities, and provides direction in the learning process so that one can achieve the desired goals as expected. The use of games indirectly can have an impact on the low motivation to learn because the time that should be used for studying is often spent on games, leading to children becoming lazy to study, procrastinating homework, and becoming addicted to playing games during the learning process in the classroom. The importance of motivation is crucial in the learning process, as students with low learning motivation will be reluctant to engage in learning activities [12].

Ultimately, the achievement of learning that students should master will be delayed due to the addiction to playing games for excessively long durations every day. The benefits of motivation generate enthusiasm. The benefit of motivation generates enthusiasm, eagerness, and a sense of joy in engaging in learning activities. The greater the motivation of the students, the stronger their desire to learn. Student learning motivation can be classified into several types; there are two main groups among them, namely intrinsic motivation which arises from within the student themselves. This motivation can encourage students to take independent learning actions to achieve their goals. This motivation is very helpful in the learning process because the desire to learn will emerge naturally, so students will never get bored with learning in any condition or situation. Next is extrinsic motivation, which comes from outside the individual student. This motivation can stem from various factors, including the environment and the student's conditions. The encouragement for students to learn in order to spark new enthusiasm indeed varies from one person to another, so student motivation will always be different. However, the most important aspect of various types of learning motivation is that students need motivation to achieve the desired learning outcomes; not all students can learn without motivation, but minimal motivation can be a trigger in every step of the students' learning [13].

The presence or absence of learning motivation is greatly influenced by the students' conditions; students who are accustomed to learning will have different motivations compared to students who are not used to independent learning, and students in an environment that supports learning will have different motivations than those in an environment that does not support learning [14]. The success of student learning is greatly influenced by the level of motivation they possess. Learning success will be achieved if there is a willingness and drive to learn within oneself.

Based on research by Soleman in [15] it states that high duration of gaming among students can mentally cause someone to be carried away in a continuous daydreaming of games, whether in a conscious state or under the subconscious, consequently leading students to feel distracted while studying, a decline in their concentration, frequent skipping classes during lesson hours, and a tendency to avoid subjects they find unpleasant. They often sacrifice sleep due to fatigue from gaming and frequently fall asleep in class. This is different from the research by [16] which states that games have no connection with learning, and even do not affect students' learning motivation. However, if the use of games is too long, up to 4 hours a day, then students will have a lot of their learning time cut short, and their physical activity will also decline, so that what should be learned independently by the students is hindered by the excessive use of games.

## II. RESEARCH METHODOLOGY

The research model used is descriptive analytic. The method used in this study is a quantitative method with a cross-sectional approach. In this case, this study focuses on examining the relationship between game usage and learning motivation among students at SMA Negeri 2 Sidoarjo. The population in this study includes all students of SMA Negeri 2 Sidoarjo, where the researcher coordinated with the school principal and administrative staff to obtain the population count based on the attendance of all XI grade students totaling 202 students. This study employs a non-probability sampling technique of purposive sampling. Based on the calculations that have been performed, the sample size required for the research is 130 students. The instrument used in this study employs a learning motivation questionnaire consisting of 20 items, each item focused on scoring to improve students' learning motivation so that the results of the measurement are valid and reliable, therefore it is created periodically.

## III. RESULT AND DISCUSSION

### Results

Based on the research that has been conducted, it can be shown in Table 1. The Average Age of Respondents at State High School 2 Sidoarjo for the academic year 2024/2025 is as follows.

TABLE 1.  
AVERAGE AGE OF RESPONDENTS

Variabel	Min	Max	Mean
Age	15	17	12,28 ± 0,453

The research results from respondents based on age indicate that the youngest age of respondents is 15 years old and the oldest is around 17 years old. The average age of the respondents in this study is reported to be 12.13, while according to the World Health Organization, students are categorized into three groups: group 1 which includes students aged 10 to 13 years, group 2 which includes middle students aged 14 to 16 years, and group 3 which includes senior students aged 17 to 19 years. Thus, in this study, the respondents are classified into groups 2 and 3, namely the middle and senior student phases. The initial information gathering is very important to do so that the identified issues are more accurate, and consequently, the solutions are also more valid. This research is in line with the study conducted by [17] which shows that a student's age has an influence on their learning motivation. This is consistent with [18] which states that learning motivation at a student's age is determined by several factors, primarily learning ability and learning motivation. Next, an identification was carried out in Table 2 regarding the frequency distribution of student respondents grouped by gender, using games, and their level of learning motivation.

TABLE II.  
FREQUENCY DISTRIBUTION

No	Variabel	Frekuensi	%
1	Gender		
	Male	84	64,6
	Female	46	35,4
2	Used Game		
	Normal	17	13,1
	Not Normal	113	86,9
3	Learning Motivation		
	Weak	0	0
	Medium	118	90,8
	Strong	12	9,2
	SUM	130	100

Based on the research results, the characteristics of respondents by gender show that there are 84 male respondents and 46 female respondents. In a previous study by [18] several factors affecting learning motivation were identified, including self-identity, self-control, age, students' expectations of education, and values in the school environment, family life characteristics, peer influence, class socioeconomic environment and quality of residence, as well as being influenced by gender. The physical characteristics of male and female students can indeed impact student behavior, including learning motivation and the use of games. The results of this study indicate a significant difference between male and female high school students using student games. The use of games among male students is higher compared to the motivation to learn among female students. This is supported by [19] who noted that a greater number of male students are willing to set aside their allowance just to play games. This is due to the nature of games, which tend to influence addiction to playing or to make players feel excited to play continuously, thereby reducing the time that should be spent on studying and interacting with friends. Indeed, the motivation to learn among males is lower compared to females. This is supported by [20], who state that female students are more likely to engage in studying activities, interact with peers, read books, take notes on new information, and listen when a teacher presents material in front of the class.

The research results in table 2 also show that the use of games among respondents is mostly categorized as abnormal, with 113 students or 86.9% of the total number of students. Games become a very potential medium, not only for entertainment but also for influencing people and creating an addiction to using them, especially when presented with engaging content. A person who plays games actually requires concentration; one psychological impact felt by students is that they become increasingly curious about achieving a specific mission in the game, which results in neglecting everything around them just to accomplish the game's mission [21]. The results of the research in table 2 also showed that the motivation for learning among students was mostly in the moderate category, with 118 students or 90.8%. Learning motivation, by definition, is the total effort to stimulate the students' inner drive, which leads to learning activities, ensures the continuity of learning activities, and provides direction for those learning activities. The ultimate goal of learning is what the students hope to achieve. The students' engagement in learning and their preference for games is due to the long duration of school breaks, resulting in excessive use of games at school [22].

According to [23] motivation in learning has a significant effect on students' confidence in learning, which ultimately influences their attitudes and behaviors in engaging in learning interactions. This is in line with [24], who stated that in learning activities, motivation is an important element in relation to the driving force within the students to stimulate them to take actions and engage in learning activities. The continuity of learning activities will provide direction for the learning process, thus allowing students to achieve their desired goals. Based on the research results on the relationship between the use of games and learning motivation, the analysis results of the relationship between game usage and learning motivation can be seen in Table 3 as follows:

TABLE III.  
ANALYSIS OF GAME USAGE AND LEARNING MOTIVATION

Used Game	Learning Motivation				Sum
	Medium		Strong		%
	f	%	f	%	
Normal	6	4,6	11	8,5	13,1
Not Normal	112	86,2	1	0,8	86,9
<b>Total</b>	118	90,8	12	9,2	100

Based on table 3, the analysis of game usage and learning motivation shows that respondents with normal game usage accounted for 13.1%, which means that a majority of students have a strong motivation of 8.5%. Meanwhile, among respondents who use games abnormally, 86.9% have a moderate learning motivation of 86.2%. Therefore, further analysis yields a p value of 0.000 and an r value of -0.743, indicating that there is a relationship between game usage and the level of learning motivation, with a stronger negative tendency. The use of games among



respondents mostly falls into the abnormal category at 86.9%, meaning that gaming is highly potential for students, not only for providing entertainment but also for creating influence and dependency. Students who frequently play games are impacted in their concentration on learning the lesson material; games can overshadow students because they have not yet completed the missions in the games they are playing. The concentration of game users can diminish their interest in learning in class, leading to various declines in motivation including laziness in reading, writing, indifference to their surroundings, and apathy toward friends [25]. Concern for the surrounding environment is low, only caring about oneself and the mission in the game. However, in the research by [26], it was stated that games can be beneficial if carried out with the right learning strategies, with the essence of using games still referring to achieving learning objectives. However, the use of methods and learning models needs to be collaborated with the game. Indeed, not all games can be collaborated on, but at least they can provide greater benefits for students. On the other hand, research conducted by [27] found that students who are addicted to games will find it difficult to control, reduce, or stop playing, neglecting other activities, which negatively impacts their social relationships and interactions with family, friends, and people around them. As a result, students' academic and non-academic achievements are declining over time.

According to [28] it is stated that students who play games for too long can be seen from their group model, including excessive use, where students will forget all their activities that dominate their thoughts, feelings, and behavior. The other consequence leading to game addiction makes it difficult for students to develop their communication skills with others. Student communication will be disrupted, resulting in a lack of vocabulary that leads to low self-esteem in social relationships and interactions with family, friends, and those around them. This will continue to lead to a decrease in students' understanding of lesson material, motivation to learn, and academic performance; students' tendencies will worsen if early intervention is not promptly taken by families and schools [29].

Meanwhile, the research findings indicated that the majority of student respondents using games were male, and the number of female student respondents was less. During the high school period, students tend to show negative emotions due to various issues in meeting their needs. When students experience unpleasant situations, they tend to face them with negative emotions, often characterized by aggression, which impacts their learning motivation, leading to low motivation and interest in studying. It is presented based on the research findings in table 3 that the use of games among respondents mainly falls into the abnormal category, which is caused by the excessive amount of students' break time, leading students to engage more in gaming and less in interaction with each other. The long break time is not utilized by students for other beneficial activities but instead becomes an opportunity to play games. This is due to the economic level of the students being categorized as lower middle class, resulting in students only purchasing snacks briefly, while most of their time is spent playing games with friends [30]. Several supporting factors that can lead to a decline in student learning motivation are indeed not solely caused by excessive game usage. However, according to [31], one of the reasons for the decline in student learning motivation is the lack of support from the student's environment, including the school, family, and community. The school environment is one of the supporting factors for student development. In the school environment, students receive formal education, and most activities are focused on intellectual, cultural, and characteristic development [32]. Previous research conducted by [33] stated that playing games with all their contained aspects does indeed contribute to a decrease in students' learning motivation. Actions that show how to increase learning motivation in students include teachers and parents controlling children's activities to reduce the intensity of game usage in their daily lives [34].

Not only that, one way to reduce excessive gaming among students could be by implementing parental guidance and providing motivation from teachers, as well as appreciation for students to enhance their academic achievements. The importance of appreciation is a manifestation of parental involvement in supporting students' learning motivation, allowing students to easily understand what their parents want, and conversely, children will feel their parents' presence in every learning process. The existence of parental guidance patterns combined with gaming addiction is one of the triggering factors for children to prefer playing games over studying or increasing their motivation to learn. However, to further enhance students' learning motivation, parents can provide attention to their children aimed at improving students' motivation. According to [35] students' motivation will be stronger if there is encouragement from parents to support the child. One of the determining factors in students' learning is motivation, which is triggered by the role of parents in providing good motivation to their children, so that the effect of parental attention on the child becomes a spirit and encouragement to learn better. Every child realizes the purpose of learning and the goals to be achieved in that lesson, however, if they are not given encouragement and appropriate motivation, the results will not be the same as a child who has good motivation. The form of attention that parents give to their children in the form of motivation in learning can enhance the children's achievements at school [36].

## Discussion

The use of this research model employs a descriptive model, this model is chosen for the reason that the relationship between the use of games and students' learning motivation can be known validly. The discussion in this research aims to analyze the relationship between the use of games and learning motivation among high school students. The results of the study show that there is a positive and significant relationship between the use of educational games and learning motivation among high school students, however, there is no significant relationship between the use of non-educational games and learning motivation among high school students [37].

The findings of this study are in line with previous research that shows that the use of educational games can enhance student motivation to learn. Educational games can help students learn in a more engaging and enjoyable way, thereby increasing their interest and motivation to learn [38]. Several reasons why educational games can improve student motivation include: Educational games provide an interactive and engaging learning environment. Educational games allow students to learn in a more active rather than passive way. This can help students to be more focused and involved in the learning process. Educational games provide immediate and positive feedback. Educational games give immediate and positive feedback to students on their progress in learning. This can help students become more motivated and confident in their studies. Educational games allow students to learn in a competitive and cooperative manner. This can help students to be more motivated and enthusiastic about learning [39].

However, this study did not find a significant relationship between the use of non-educational games and the motivation to learn among high school students. This may be because non-educational games are not specifically designed for learning purposes. Non-educational games are more focused on entertainment and enjoyment, and therefore may not have the same effect on students' motivation to learn as educational games. This study has several limitations, including 1) a small research sample, as this study only involved 130 high school students; 2) the cross-sectional research design does not allow for determining causal relationships between game usage and students' motivation to learn. There are several opinions regarding the lack of a significant relationship between the use of games and the learning motivation of high school students. Among them, [40] stated that games are more focused on entertainment and fun, and therefore may not have the same effect on students' learning motivation as educational games. In line with this, [41] expressed their opinion that the use of games is not designed to provide targeted feedback and engage students in the learning process. The use of games can be addictive and disrupt learning; even [42] stated that excessive use of games can reduce study time opportunities and lower academic performance.

This is in line with [43] who stated that games with missions that include violence as the ultimate goal can lower student motivation. Student learning motivation is influenced by many factors, not just games. The decline in learning motivation due to playing games cannot be denied with the current technological developments. The presence of technology provides various entertainment, including games, which are increasingly popular among students. Behind the excitement, excessive gaming can trigger a decline in learning motivation. The negative impacts of excessive gaming on learning motivation include decreased concentration and focus on studying; students who are obsessed with games will find it difficult to concentrate on lessons [44] Their thoughts are focused on the games, which leads to a decrease in study concentration and affects academic performance. According to [45], their research analysis explained that student learning motivation is influenced by internal factors such as interest and self-confidence, as well as external factors like support from teachers and parents. Strengthening Procrastination is evidence of the impact of students playing games excessively.

The high allure of games causes students to postpone their assignments and studying. This fosters a habit of procrastination and triggers laziness, leading to decreased motivation to learn. It creates dissatisfaction with learning activities; ultimately, the excitement and instant achievements in games make learning feel boring and less interesting. This triggers negative perceptions of learning and lowers students' intrinsic motivation. Strategies to Overcome the Negative Impact of Games by Limiting Game Playing Duration. Parents and teachers need to help students manage their game-playing time. Setting reasonable durations can help students balance study and play time. Encouraging Positive Activities such as engaging in extracurricular activities, sports, or other creative pursuits. This can help students shift focus from games and discover new, more positive interests. The importance for teachers to find a balance, even though playing games has negative impacts, does not mean that games should be completely avoided. On the other hand, educational games can be an engaging learning tool and can enhance students' motivation to learn.

The main solution to the problem of excessive student usage is to find a balance between gaming and studying, which starts with initial identification through further observation at every educational level. With the right strategy, students can enjoy games without sacrificing their motivation and academic achievements. Game addiction and laziness in studying are two problems often faced by students, and they can hinder their academic performance. Game addiction can lead students to spend hours playing games, neglecting their study time and school assignments. On the other hand, laziness in studying can make students unmotivated to learn and fail to complete their assignments well [46]. Increasing students' motivation to learn is an important step to address gaming addiction

and laziness in studying [47]. Teachers can provide rewards, recognition, and positive feedback to students for their efforts and achievements. This can help enhance students' self-confidence and motivation to learn. Transforming traditional teaching methods into more interactive and engaging ones can help students focus and engage more in the learning process. Teachers can use various interactive learning methods, such as educational games, simulations, and group discussions [48].

Setting boundaries on game playing time and clear study rules can help students control game addiction and improve study discipline. Parents and teachers can work together to establish consistent rules at home and at school. Helping students develop time management skills can enable them to balance study and game time. Teachers can provide time management tips and strategies to students, such as creating a structured study and game schedule. Providing counseling and support for students can help address game addiction and enhance interest in learning. Teachers and counselors can assist students in understanding the negative impacts of game addiction and offer strategies to overcome it [49].

#### IV. CONCLUSION

The conclusion obtained from the research on the relationship between game usage and learning motivation among students is that the average age of the students is 12.28 years with a standard deviation of  $\pm 0.453$ , and the majority of respondents in this study are male, accounting for 64.6%. The use of games is mostly categorized as abnormal at 86.9%. The learning motivation of the respondents mostly experiences moderate learning motivation at 90.8%. The relationship between game usage and learning motivation shows that the  $p$  value = 0.000, which means that the  $p$  value  $< 0.05$ , indicating that there is a relationship between game usage and learning motivation among students at SMA Negeri 2 Sidoarjo, which results in a decrease in learning motivation if students use games excessively. Meanwhile, educational games lead to an increase in learning motivation because the characteristics of educational games are aimed at serving as media for learning.

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