



The Correlation between Learning Motivation and Self-Regulated Learning with Online Game Addiction of Junior High School Students

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ABSTRACT

This study aims to determine the relationship between learning motivation with self-regulated learning and online game addiction of students at SMP Negeri 59 Surabaya. This study used a quantitative method with a correlation model; the research sample amounted to 229 students. The results of the correlation analysis between the three variables are <0.001 , and the correlation coefficient value is 0.785, which means a positive relationship exists between learning motivation, self-regulated learning, and online game addiction. The study's conclusion reveals a relationship between learning motivation with self-regulated learning and online game addiction of students at SMP Negeri 59 Surabaya, which shows a positive and significant relationship. Learning motivation is high, then self-regulated learning and online game addiction are high. This research contributes to designing effective learning programs that utilize technology, such as educational games, that can increase learning motivation and reduce the potential for non-educative game addiction.

KATA KUNCI

Motivasi Belajar;
Pembelajaran yang
Diatur Sendiri;
Kecanduan Game
Online;
Siswa SMP

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi belajar dengan self regulated learning dan kecanduan game online siswa di SMP Negeri 59 Surrabaya. Penelitian ini menggunakan metode kuantitatif dengan model stdi korelasi, Sampel penelitian berjumlah 229 siswa. Hasil analisis korelasi antara tiga variabel yakni <0.001 dan nilai koefisien korelasi sebesar 0.785 yang berarti terdapat hubungan positif antara motivasi belajar dengan self regulated learning dan kecanduan game online. Kesimpulan penelitian mengungkap bahwa terdapat hubungan antara motivasi belajar dengan self regulated learning dan kecanduan game online siswa di SMP Negeri 59 Surabaya yang menunjukkan hubungan positif dan signifikan. Motivasi Belajar tinggi, maka self regulated learning dan kecanduan game online tinggi. Penelitian ini memberikan kontribusi dalam merancang program pembelajaran yang memanfaatkan teknologi secara efektif, misalnya dengan menggunakan game edukasi yang dapat meningkatkan motivasi belajar dan mengurangi potensi kecanduan game non-edukatif.

1. INTRODUCTION

The rapid development of information and communication technology has significantly impacted various aspects of life, including education. One of the most striking impacts is teenagers' increasing use of digital devices and the internet, especially in online games. This phenomenon raises concerns because it can disrupt student learning if not managed properly. One of the effects of science and technology that can be seen is the change in adolescent behavior. Teenagers are known as individuals who are dynamic, idealistic, full of vitality and enthusiasm. Teenagers have a role to fulfill expectations as the continuation of the nation's life in the future (Unang, 2017).

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However, the times have been accompanied by increasingly rapid technological advances. This can influence adolescents. One of the influences is online gaming. This online game has given birth to many kinds of applications, including Free Fire, Mobile Legend, PUBG, and so on, which can impact teenagers' lives, especially those at the junior high school level (SMP) (Ondang, 2020). Online games are games played by a group of people using their personal computers. This condition allows for the emergence of an online gaming community called Massive Multiplayer Online Role Playing Games (MMORPG). Online gaming is an activity that contains elements of entertainment (enjoyment). When this activity is carried out to fill spare time, its nature is entertaining. Online games start to become a problem when the culprit starts to experience addiction (Andriyas, 2019).

Excessive and continuous use of online games has a negative impact, namely towards addiction. Addiction to online games is the dependence of online games on individuals excessively and continuously, which hurts the psychological and physical development of individuals (Abdi, 2020). Supported by research conducted by Hastani & Budiman (2022), online game addiction makes teenagers spend more time playing games, affecting a lack of motivation in learning, ignoring school assignments, and less socializing because teenagers are more likely to choose exciting play activities. Teenagers with high learning motivation show great interest and full attention to learning and tasks without feeling bored. Meanwhile, adolescents with low learning motivation show reluctance, find it difficult to concentrate on learning, get bored quickly, and try to avoid learning activities. Then, online games greatly affect learning motivation because online games are not educational, contain mere fantasies, and waste time. Playing online games lowers learning motivation and shows reluctance to learn (Theresia et al., 2019).

Research on the relationship between motivation to learn with self-regulated learning and online game addiction in junior high school adolescents is considered important to study because not many studies have been conducted to reveal the relationship between the three variables, especially in adolescents at SMP Negeri 59 Surabaya. This research is considered relevant to students in junior high school, especially in SMP Negeri 59 Surabaya. Through the results of this study, guidance and counseling teachers can get an overview of the factors that affect learning motivation in adolescents caused by self-regulated learning and online game addiction. Then, the right solution to the problem is found, such as by providing both guidance and counseling services for students and consultation services for parents and students.

Learning motivation is an important factor influencing students' academic success. Strong motivation can encourage students to be more diligent, disciplined, and responsible in learning activities. However, learning motivation can be affected by various external and internal factors, including online game addiction. Schunk and Miller (2002 in Martin, 2013) stated that motivation is defined as students tend to be driven to learn, have energy, achieve potential, and work effectively.

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This is supported by research that shows a significant relationship between learning motivation and self-regulated learning in the context of Stikes Santa Elisabeth Medan, which found an r-value of 0.366 and obtained a p-value of 0.001 ($p < 0.05$). To maintain self-regulated learning, students are encouraged to actively participate in study discussion groups, engage in spiritual practice, and increase learning motivation in sports activities (Nova, 2021).

This study examines the relationship between learning motivation, self-regulated learning, and online game addiction among junior high school students. This research is important to understand how these three variables are interrelated and how online game addiction can affect students' learning motivation and SRL ability. By understanding these relationships, it is hoped that the results of this study can serve as a basis for schools, teachers, and parents to design effective strategies to increase student's motivation to learn and SRL ability, as well as reduce the negative impact of online game addiction.

2. METHOD

2.1 Research Design

This study used a quantitative research approach. This study examines the relationship between the three variables of Self Regulated Learning (X1), Online Game Addiction (X2), and Learning Motivation (Y) by using measuring instruments through a correlation design.

2.2 Research Subjects

The location used in this research is SMP Negeri 59 Surabaya, located at Jl.Klumpruk Pdam No.59, Balas Klumpruk, Kec. Wiyung, Surabaya, East Java 60222. The population in the study was 535 students who were at SMP Negeri 59 Surabaya. The research sample used the Slovin formula with a significance level of 5%. Internal factors that affect learning motivation are (1) physical factors, including physical function (especially the five senses) and health; (2) psychological factors, namely aspects related to intelligence levels, poor study habits, and emotional disturbances that can hinder or encourage students to carry out learning activities. Motivation to learn is increasing learning activities to achieve the desired results. So, it takes self-regulated learning within the individual to form good learning motivation.

2.3 Data Collection

The research data is collected and distributed via Google Forms in instruments and scales. Instruments such as a learning motivation scale, self-regulated learning scale, and online game addiction are three scales used to measure three variables. The three variables were developed using the operational definitions that had been selected and determined.

2.4 Data Analysis

Hypothesis testing is done by first analyzing the data through the data distribution test. Then, the normality and homogeneity tests are carried out as assumption tests to determine the homogeneity and distribution of data. The Kolmogorov-Smirnov test analysis was calculated using SPSS version 30 when determining the normal or abnormal distribution. The relationship between two variables was analyzed using the Kendall tau-b test (nonparametric), while the relationship between three variables was analyzed using the Kendall-W test. The test is said to be significant if the sig n value <0.05 and can be said to be insignificant if the sig n value >0.05.

3. RESULTS AND DISCUSSION

3.1 Results

This study measured the variables of self-regulated learning (X1), online game addiction (X2), and learning motivation (Y). These three variables are arranged as an instrument using a Likert scale of four alternative answers. This research instrument was distributed according to the number of samples, including grade 7, as many as 87 students out of 203 students; grade 8, as many as 68 students out of 159 students; and grade 9, as many as 74 out of 143 students with a total sample of 228 students from the population of grade 7, 8, and 9 students at SMP Negeri 59 Surabaya totaling 535 students. Then, descriptive analysis was carried out to determine the mean, mode, and standard deviation. The analysis results show that the self-regulated learning variable has a mean of 54.12, median of 54.00, mode of 53.00, standard deviation of 10.068, and variance of 101.362. Meanwhile, the formula used to determine the number of interval classes is the number of classes $1 + 3.3 \log n$ (n = number of samples or respondents) of 9. With a class length of $44/9 = 5$. The frequency distribution on the self-regulated learning variable lies mostly in the 52-57 interval, with as many as 119 students (38.43%), and the least lies in the 33-37 interval, with as many as five students (2.18%), 38-42 as many as five students (2.18%), 58-62 as many as five students (2.18%).

Meanwhile, the online game addiction variable has a mean of 51.17, median of 53.00, mode of 51, standard deviation of 8.955, and variance of 80.200. Meanwhile, the formula used to determine the number of interval classes is the number of classes $1 + 3.3 \log n$ (n = number of samples or respondents) of 9. With a class length of $44/9 = 5$. The frequency distribution on the online game addiction variable lies mostly in the 50-54 interval, with as many as 88 students (38.43%), and the least lies in the 20-24 interval, with as many as four students (1.75%). The learning motivation variable has a mean of 73.17, median of 85.00, mode of 85, standard deviation of 15.035, and variance of 226.066. Meanwhile, the formula used to determine the number of interval classes is the number of classes $1 + 3.3 \log n$ (n = number of samples or respondents) of 9. With a class length of $44/9 = 5$. The frequency distribution on the learning motivation variable lies mostly in the 82-86 interval, with as many as 100 students (34.7%), and the least lies in the 72-76 interval, with as many as seven students (3.06%).

1. Normality Test

The research conducted a normality test using the Kolmogorof-Smirnov test, calculated using SPSS Windows Ver.30. Data is declared normal if the significance is greater than 0.05 or 5%. Then, the data is declared smaller than 0.05 or 5%.

2. Homogeneity Test

This study conducted a homogeneity test with Levene statistics using SPSS Ver.30. Data is declared homogeneous if the significance is greater than 0.05 or 5%. Then, the data is declared smaller than 0.05 or 5%. The following homogenization results are as follows:

Table 1. Test of Homogeneity of Variance

		Test Of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Data	Based on Mean	1.457	2	208	.100
	Based on Median	.497	2	208	.966
	Based on Median and with adjusted df	.497	2	173.944	.965
	Based on trimmed mean	1.402	2	208	.124

Based on the homogeneity results in the table, the significance value of the learning motivation variable with self-regulated learning and online game addiction is 0.100. The results of the significance value are concluded to be greater than 0.05, which means that the three variables, namely self-regulated learning (X1), online game addiction variables (X2), and learning motivation (Y), are homogeneous.

3. Hypothesis Test

Hypothesis testing is conducted to determine whether or not there is a relationship between the independent variable, namely learning motivation, and the dependent variable, self-regulated learning, and online game addiction. This test uses a significance level of 0.05 or 5%. The basis for decision-making uses the correlation coefficient with nonparametric statistical techniques. The correlation test uses Kendall's tau b and Kendall's W tests because the three variables are not normally distributed using SPSS Windows Ver 30. The test is said to be significant if the sig n value <0.05 and can be said to be insignificant if the sig n value >0.05 .

4. Hypothesis Testing Results 1

The first hypothesis tested is the relationship between self-regulated learning (X1) and learning motivation (Y). The following are the results of the first hypothesis test:

Table 2. Hypothesis Testing Results 1

		Correlations	
Kendall's tau b	<i>Self Regulated Learning</i>	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	229
	Motivasi Belajar	Correlation Coefficient	.054
		Sig. (2-tailed)	<.001
		N	229

Based on SPSS calculation with the Kendall tau b test, the result is <0.001 , which is smaller than 0.05, which means there is a significant relationship between self-regulated learning (X1) and learning motivation (Y). Meanwhile, the correlation coefficient value is 0.054, meaning a positive relationship exists. This means that if learning motivation is high, then self-regulated learning is high, and vice versa; low learning motivation, then low self-regulated learning.

5. Hypothesis Testing Results 2

The second hypothesis tested is the relationship between online game addiction (X2) and learning motivation (Y). The following are the results of the second hypothesis test:

Table 3. Hypothesis Testing Results 2

Correlations			
Kendall's tau b	Kecanduan <i>Game Online</i>	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	229
	Motivasi Belajar	Correlation Coefficient	-.131
		Sig. (2-tailed)	<.001
		N	229

Based on SPSS calculations with the Kendall tau b test, the results obtained are <0.001 , which is smaller than 0.05, which means that there is a significant relationship between online game addiction (X2) and learning motivation (Y). Meanwhile, the correlation coefficient value is -0.131, meaning a negative relationship exists. This means that if online game addiction is high, then learning motivation is low. And vice versa, with low online game addiction and high learning motivation.

6. Hypothesis Testing Results 3

The third hypothesis tested is the relationship between the three variables, namely self-regulated learning (X1), online game addiction (X2), and learning motivation (Y). The following are the results of the third hypothesis test:

Table 4. Hypothesis Testing Results 1

Test Statistics	
N	229
Kendall's W	.785
Chi-Square	359.309
df	2
Asymp.Sig.	<.001

a. Kendall's Coefficient of Concordance

Based on SPSS calculations with the Kendall W test, the results obtained are <0.001 , which is smaller than 0.05, which means that there is a significant relationship between the three variables, namely self-regulated learning (X1), online game addiction (X2), and learning motivation (Y). Meanwhile, the correlation coefficient value is 0.785, meaning a positive relationship exists. This means that if learning motivation is high, then self-regulated learning and online game addiction are high. Conversely, if learning motivation is low, then self-regulated learning and online game addiction are low.

3.2. Discussion

The research results discuss the relationship between self-regulated learning and learning motivation, the relationship between online game addiction and learning motivation, and the relationship between the three variables, namely Learning Motivation as Y, Self Regulated Learning as X1, and Online Game Addiction X1. The following is a discussion of the research results of the relationship between self-regulated learning and learning motivation, the relationship between online game addiction and learning motivation, and the relationship between the three variables: Learning Motivation as Y, Self Regulated Learning as X1, and Online Game Addiction X1.

Based on the first hypothesis testing using Kendall's tau b test, a positive relationship was shown between self-regulated learning (X1) variables and learning motivation. This can be seen from the P value = <0.001 , where <0.001 is smaller than 0.05, and the correlation coefficient value of the self-regulated learning variable (X1) is 0.054, so there is a relationship between self-regulated learning and student learning motivation at SMP Negeri 59 Surabaya. Thus, the first hypothesis is accepted. This relationship states that an increase or decrease in the independent variable (self-regulated learning) causes an increase or decrease in the dependent variable (learning motivation). Learning motivation is predicted to increase by 5.4% when self-regulated learning increases by one level. Conversely, learning motivation is predicted to decrease by 5.4% if self-regulated learning decreases. This significant relationship shows that the higher the learning motivation, the higher the self-regulated learning. The hypothesis results are associated with a review of journal literature (Harahap, 2023), which states that self-regulated learning is a strategy in students' learning process through planning, organizing, and achieving maximum goals. If students already have responsibility, motivation, and independence, then these students already have self-regulated learning (Mulyani et al., 2023). This is related to research (Mohan, 2023) that states that self-regulated learning or self-regulation in learning is associated with learning motivation. If self-regulation in learning is good, students can recognize themselves and how they learn and actively take control and responsibility for their learning.

Based on the second hypothesis using Kendall's tau b test, it is stated that there is a negative relationship between online game addiction and learning motivation. This is indicated by the P value = <0.001 and the correlation coefficient value of -0.131, which means <0.001 , smaller than 0.05. Meanwhile, the correlation coefficient value is -0.131, which means there is a negative relationship; the second hypothesis is accepted for the relationship between online game addiction and learning motivation at SMP Negeri 59 Surabaya. The relationship shows that an increase or decrease in the independent variable, online game addiction (X2), causes an increase or decrease in the dependent variable, namely learning motivation (Y). Thus, if online game addiction increases by one level, learning motivation decreases by 13.1%. Conversely, if online game addiction drops, motivation increases by 13.1%. The significant relationship between online game addiction (X2) and learning motivation (Y) shows that the lower the learning motivation, the higher the online game addiction. This is associated with research conducted by (Andriani, 2022) that motivation creates passion, enthusiasm, and happiness to learn. However, if students play online games excessively, it impacts learning motivation. Namely, students tend to play online games, so they become too lazy to study and postpone other important activities.

Learning Motivation is Y, Self self-regulated learning is X1, and Online Game Addiction is X1. Based on the first hypothesis testing using Kendall's tau b test, a positive relationship was shown between self-regulated learning (X1) variables and learning motivation. This can be seen from the P value = <0.001 , where <0.001 is smaller than 0.05, and the correlation coefficient value of the self-regulated learning variable (X1) is 0.054, so there is a relationship between self-regulated learning and student learning motivation at SMP Negeri 59 Surabaya. Thus, the first hypothesis is accepted. This relationship states that an increase or decrease in the independent variable (self-regulated learning) causes an increase or decrease in the dependent variable (learning motivation). Learning motivation is predicted to increase by 5.4% when self-regulated learning increases by one level. Conversely, learning motivation is predicted to decrease by 5.4% if self-regulated learning decreases. This significant relationship shows that the higher the learning motivation, the higher the self-regulated learning. The hypothesis results are associated with a review of journal literature (Harahap, 2023), which states that self-regulated learning is a strategy in students' learning process through planning, organizing, and achieving maximum goals. If students already have responsibility, motivation, and independence, then these students already have self-regulated learning (Mulyani et al., 2023). This is related to research (Mohan, 2023) that states that self-regulated learning or self-regulation in learning is associated with learning motivation. If self-regulation in learning is good, students can recognize themselves and how they learn and actively take control and responsibility for their learning.

4. RESEARCH IMPLICATIONS

This study can provide a deeper understanding of how learning motivation (intrinsic or extrinsic) can affect students' self-regulation ability (SRL). Students with high learning motivation tend to better organize themselves in the learning process, such as managing time, setting goals, and monitoring progress. This study provides valuable information for teachers and parents to understand the factors influencing motivation and self-regulated learning. For example, teachers can give assignments that encourage students to be more in control of their time and learn

independently. In addition, parents can also be invited to play a more active role in monitoring the use of games at home, as well as helping children to foster intrinsic motivation to learn.

5. CONCLUSIONS

Based on the results of data analysis, hypothesis testing, and the results of the discussion that has been described, the following conclusions can be drawn: First, there is a relationship between learning motivation and self-regulated learning of students at SMP Negeri 59 Surabaya, which shows a significant positive relationship. The higher the learning motivation, the higher the self-regulated learning. Second, there is a relationship between learning motivation and students' online game addiction at SMP Negeri 59 Surabaya, which shows a significant negative relationship. The lower the learning motivation, the higher the online game addiction. Third, there is a relationship between learning motivation with self-regulated learning and online game addiction of students at SMP Negeri 59 Surabaya, which shows a positive and significant relationship. Learning motivation is high, then self-regulated learning and online game addiction are high.

Learning motivation and self-regulated learning have a mutually supportive relationship in suppressing the risk of online game addiction. Students with high learning motivation and good self-regulated learning ability are more able to manage time effectively for more useful activities, including limiting time playing online games. This conclusion shows the importance of increasing learning motivation and strengthening self-regulated learning skills in students to reduce the potential for online game addiction while improving their academic achievement. Teachers' and parents' roles are essential in creating a conducive environment for developing both aspects.

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AUTHOR CONTRIBUTION STATEMENT

The first author, is responsible for formulating the research concept, methodological design, and data analysis. The second author, played a role in drafting the initial manuscript and checking the research methodology design.

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