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SELF-CONTROL ON THE EFFECT OF ONLINE GAMES FOR STUDENTS' ACADEMIC ACHIEVEMENT

Muh. AnugrahAinul Karim[1], Endah Mastuti[1]*

[1]Department of Educational and Developmental Psychology, Faculty of Psychology, Universitas Airlangga, Surabaya-60286, Indonesia

*Corresponding Author: EndahMastuti, Department of Educational and Developmental Psychology, Faculty of Psychology, Universitas Airlangga, Campus B UNAIR JlAirlangga No.4-6, Surabaya-60286, Indonesia. Email: endah.mastuti@psikologi.unair.ac.id

ABSTRACT:
Self-control is an individual's tendency to consider various consequences in taking action. Nowadays, online games have been found in adolescence. Online games can be addictive for the players. If online games are played in high frequency, those will disrupt the learning process of students. It has an effect on academic achievement. The purpose of this study is to determine whether there is an effect of self-control on academic achievement in high school students who have high frequency playing games. Academic achievement is influenced by two aspects, namely external and internal aspects. External aspects consist of social and non-social aspects while internal aspects consist of physiological and psychological aspects. Researchers want to see the involvement of self-control which is a psychological aspect of student academic achievement. This research was conducted to high school students with 95 students. Data was obtained by using the survey method of self-control measuring instrument consisting of 30 items and using the results of the report cards of students from the school to determine the score of the academic achievement variable. Data analysis uses simple linear regression analysis applying the SPSS 20.0 for windows program. This study can be concluded that there is an influence between self-control and academic achievement in high school students who have high frequency playing games. The results of the analysis show a significance value of 0,822 and R of 0,963 which means the results of this study have an influence R^2 (a large percentage of influence) of 0.928. The regression line equation obtained is $Y = 0,026 + 0,331X$. The conclusion, there is a significant influence on self-control and high school students' academic achievement in Surabaya.

Keywords: academic achievement, high school students, online games, self-control

INTRODUCTION

Playing games excessively can cause addiction affecting student activities at school. Addiction to online games has a bad impact on students because they cannot manage time for school, study, and playing online games (Dani and Ngesti, 2014). Metcalf's research (2011) found that there is an attentional bias in people who play games, namely MMORPG (massively multiplayer online role-playing gamers). Teenagers who often play games will tend to be addicted and have attentional bias. Their attention will be more focused on the game they play (Metcalf and Pammer, 2011).

The impact of game addiction is lack of interaction and communication with the social environment (Haghbin et al., 2013). Symptoms of emotions exhibited by addicts are feelings of anxiety or irritability when being unable to play games. That is because their mind is filled with game sessions that have been passed or that will begin (Spitzer, no date). The detrimental impact of game addiction is the bad score of academic achievement.

Sahin (2014) examined the correlation between games addiction and academic achievement of high school students in Turkey. The results show a negative correlation between games addiction and academic achievement. The higher the level of student games addiction, the worse their academic achievement (Sahin, Gumus and Dincel, 2016). The same study conducted in Bantul Public Elementary School of Indonesia by (Nuhan, 2016) finds a negative relationship between playing online games and academic achievement.

Research on the correlation of self-control, games addiction, and academic achievement has been conducted by (Haghbin et al., 2013) who examined the correlation of self-control, games addiction, and academic achievement. The results show that self-control gives a positive impact on academic achievement while games addiction has a negative impact on academic achievement. Similar research conducted by (Stadler et al., 2016) reveals that self-control is a predictor of academic achievement.

Regarding self-control, previous findings show a positive correlation between self-control and academic achievement. The higher self-control in students, the higher their learning achievement (Arum, 2016), (Hikmah, 2016). research (Stadler et al., 2016) found that self-control as a predictor of academic achievement.

Hirschi (Bonta and Andrews, 2016) said that self-control is someone's tendency to consider their maximum potential in certain actions. Self-control occurs when a person or organism tries to change the way the individual should think, feel, or behave (Muraven and Baumeister, 2000). Self-control is an individual's tendency to consider various consequences for certain behaviors (Wolfe and Higgins, 2008). Another opinion about self-control is the ability of individuals to hold themselves or lead themselves in a better direction when they are confronted with temptations (Hofmann, Vohs and Baumeister, 2018).

Academic achievement is as a result obtained which is the form of impressions making changes in the individual as the final result of learning activities (Djamarah, 2002). Syah believes that achievement is the level of student success in achieving the goals set in a program (Syah, 2007).

Researchers assume that a good self-control will give high achievement scores to students who have a high frequency of playing games. Based on the background above, the researcher examined the issue of whether there is an effect of self-control on students who have a high frequency in playing online games to maintain academic achievement. The purpose of this study is to determine the effect of self-control on academic achievement of students who have high intensity playing games.

RESEARCH METHODS
This research belongs to quantitative research. This type of research is included in the type of explanatory research that aims to explain the correlation between two or more variables, so that the pattern, direction, nature, shape, and strength of the correlation between these variables are known. Self-control as variable x is the power of control over oneself. Meanwhile, academic achievement as a variable y.

Data collection techniques of this study uses questionnaires (Silalahi, 2006). The goal is to get data from research activities. The questionnaires consist of the respondent's identity or statement answered by the correspondents. The answers of respondents are in the form of scores referring to the Likert scale. The Likert scale used in this study has a scale of 1 (strongly disagree) to 5 (strongly agree). The measuring instrument researchers used to measure self-control is a measurement adapted from the brief self-control scale from (Tangney, Baumeister and Boone, 2004).

Data analysis is the process of simplifying data into a form that is easier to read and interpret. At this stage, the influence test or regression between two predefined variables is also done. The regression test was carried out with the help of IBM SPSS 20 using a regression test. Related to decision making based on probability or significance level as follows (Silalahi, 2010): a. If the P value (probability) > 0.05, Ho is accepted and Ha is rejected; b. If the P value (probability) < 0.05, then Ho is rejected and Ha is accepted.

RESULTS AND DISCUSSION
Descriptive statistical analysis provides information about the minimum, maximum, range of scores, averages, and standard deviations on 96 subjects from each variable, as well as the distribution of scores that can be seen from the skewness and kurtosis data. Skewness scores describe the distribution of symmetrical or skewed variables (Table 1). The kurtosis scores describe the distribution of its variables forming a peak or flat (Molloy et al., 2001).

Table 1. Descriptive statistical analysis of variables

	N	Min.	Max.	Mean	Std.	Skewness	Kurtosis

					Deviation				
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std.Error	Statistic	Std.Error
Self-Control	95	73.0	116.00	93.4242	9.41040	.193	.295	-.349	.582
Academic Achievement	95	80.0	93.00	84.3939	3.46356	.575	.295	-.535	.582

Based on the data of table 1, it can be seen that the self-control variable has a minimum score of 73 and a maximum score of 116 from 95 subjects. The average score of self-control is 93.42 with a standard deviation of 9.41. The score of skewness in the self-control variable is 0.193, the positive score indicates that the self-control data tends to be positive. The score of kurtosis in the self-control variable is -0,349, the negative score of kurtosis indicates that the distribution is flat which means the score of self-control is too much extreme.

The minimum score of the academic achievement variable is 80 and the maximum one is 93. The average score is 84.39 and the standard deviation is 3.46. The skewness score on the academic achievement variable is 0.575, the positive score of skewness indicates that the academic achievement score is dominantly high. The kurtosis score on the academic achievement variable is -0,535, the negative score of kurtosis on the academic achievement variable indicates that the distribution is flat which means the academic achievement score of the respondent is too much extreme.

Analysis of the assumption test in this study includes a normality test and a linearity test. This assumption test aims to of determine what statistical analysis techniques will be used in this study, whether parametric or non-parametric statistics. This assumption test analysis is carried out with the help of the SPSS 20 for Windows program.

Based on the results of the normality test, it shows that the variable of Self-Control and Academic Achievement has a significance score of more than 0.05 which means the data from these variables are normal. in addition, the significance level of the linearity test results between Self-Control and Academic Achievement is 0.645. Thus, it can be stated that the correlation between self-control variables and academic achievement is linear.

It also reveals that self-control has a significant influence on the academic achievement of high school students in Surabaya. It shows that Ha in this study is accepted which means the higher the students' self-control, the higher their academic achievement. This is similar to the results of research conducted by (Haghbin et al., 2013). The results say that there is a positive impact between self-control and academic achievement. In addition, there are other studies that say that self-control is a predictor of academic achievement.

Self-control is the tendency of individuals to consider various consequences for certain behaviors (Wolfe and Higgins, 2008). High self-control is needed for students who have a passion for playing games so that academic achievement does not decrease. Students need to strengthen the factors in themselves (intrinsic) in order to achieve high academic achievement. Internal factors consist of two factors, physiological and psychological factors. Physiological factor is students' body. It affects student learning activities. If the students' body is fresh, students are even more enthusiastic to learn. Psychological factors can influence students on students' interests, talents, and motivation when studying.

CONCLUSION

Based on the results of research conducted by researchers, it can be concluded that there is a significant influence on self-control and academic achievement in high school students in Surabaya. The score of the correlation between self-control and academic achievement in this study is also high and the correlation between the two variables is also balance: the higher the self-control, the higher the academic achievement.

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