

ABSTRACT

THE RELATIONSHIP BETWEEN ONLINE GAME ADDICTION AND LEARNING CONCENTRATION AMONG ELEMENTARY SCHOOL STUDENTS AT SDN 204 GRESIK

By:

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The rapid development of information and communication technology has made it easier for school-aged children to access online games through various digital devices. Uncontrolled online gaming may reduce students' learning concentration and interfere with the learning process at school. This study aimed to analyze the relationship between online game addiction and learning concentration among students at SDN 204 Gresik. This study employed a quantitative correlational design with a cross-sectional approach. The study was conducted at SDN 204 Gresik on May 20, 2026. The study population consisted of all Grade I–VI students at SDN 204 Gresik who had experience playing online games, totaling 97 students. The sample comprised 97 respondents selected using the total sampling technique. Data were collected using the Game Addiction Scale questionnaire (21 items) and a learning concentration questionnaire (16 items), both of which had been tested for validity and reliability. The data were analyzed using descriptive statistics and cross-tabulation (crosstab). The results showed that most respondents were categorized as having severe online game addiction (39 students; 40.2%) and low learning concentration (40 students; 41.2%). The cross-tabulation analysis indicated that 31 students (79.5%) with severe online game addiction also had low learning concentration. Online game addiction causes students to spend more time playing than studying. Excessive gaming directs students' attention toward gaming activities, reducing their ability to maintain focus during classroom learning. As a result, students become more easily distracted, have difficulty understanding the material presented by teachers, and experience lower learning concentration.

Keywords: online game addiction, learning concentration, elementary school students.

ABSTRAK

HUBUNGAN KECANDUAN BERMAIN *GAME ONLINE* DENGAN KONSENTRASI BELAJAR SISWA SEKOLAH DASAR SDN 204 GRESIK

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Perkembangan teknologi informasi dan komunikasi mempermudah anak usia sekolah mengakses *game online* melalui berbagai perangkat digital. Penggunaan *game online* yang tidak terkontrol berpotensi menurunkan konsentrasi belajar siswa sehingga dapat mengganggu proses pembelajaran di sekolah. Penelitian ini bertujuan menganalisis hubungan kecanduan bermain *game online* dengan konsentrasi belajar siswa di SDN 204 Gresik. Desain penelitian menggunakan kuantitatif analitik korelasional dengan pendekatan *cross-sectional*. Penelitian dilaksanakan di SDN 204 Gresik pada tanggal 20 Mei 2026. Populasi penelitian adalah seluruh siswa kelas I–VI SDN 204 Gresik yang pernah bermain *game online* sebanyak 97 siswa. Sampel penelitian berjumlah 97 responden. Teknik pengambilan sampel menggunakan total sampling. Data dikumpulkan menggunakan kuesioner *Game Addiction Scale* (21 item) dan kuesioner konsentrasi belajar (16 item) yang telah valid dan reliabel, kemudian dianalisis menggunakan metode deskriptif dan tabulasi silang (*crosstab*). Hasil penelitian menunjukkan bahwa sebagian besar responden mengalami kecanduan *game online* kategori berat sebanyak 39 siswa (40,2%) dan memiliki konsentrasi belajar kategori rendah sebanyak 40 siswa (41,2%), serta hasil tabulasi silang (*crosstab*) menunjukkan bahwa sebanyak 31 siswa (79,5%) dengan kecanduan *game online* kategori berat memiliki konsentrasi belajar rendah. Kecanduan bermain *game online* menyebabkan siswa menghabiskan lebih banyak waktu untuk bermain dibandingkan belajar. Aktivitas bermain yang dilakukan secara berlebihan membuat perhatian siswa lebih terfokus pada game, sehingga kemampuan memusatkan perhatian saat mengikuti pembelajaran berkurang. Sehingga, siswa lebih mudah terdistraksi, sulit memahami materi yang disampaikan guru, dan konsentrasi belajar menjadi rendah.

Kata kunci: kecanduan *game online*, konsentrasi belajar, anak sekolah dasar.