

HUBUNGAN ANTARA INTENSITAS BERMAIN *GAME ONLINE* DENGAN KONSENTRASI BELAJAR ANAK USIA 10-12 TAHUN DI SD NEGERI SELOMULYO YOGYAKARTA

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INTISARI

Latar Belakang : Selain perkembangan fisik, kognitif dan psikososial, anak juga harus berkonsentrasi dalam belajar. Pergaulan dapat memengaruhi siswa dalam menerima pelajaran, perilaku dan pergaulan mereka, dapat memengaruhi konsentrasi belajar yang dipengaruhi juga oleh beberapa faktor, seperti faktor teknologi contohnya televisi, internet, dan *game online*. Studi pendahuluan di SD Negeri Selomulyo Yogyakarta didapatkan siswa sering bermain *game online* setelah pulang sekolah, mereka menghabiskan waktu sekitar 1-3 jam.

Tujuan : Mengetahui hubungan antara intensitas bermain *game online* dengan konsentrasi belajar anak usia 10-12 tahun di SD Negeri Selomulyo Ngaglik Sleman Yogyakarta.

Metode : Desain penelitian deskriptif analitik dengan menggunakan pendekatan *cross sectional*. Sampel diambil dengan teknik *stratified random sampling* yaitu 45 siswa-siswi SD Negeri Selomulyo Yogyakarta yang berusia 10 -12 tahun. Instrumen penelitian adalah kuesioner. Hasil penelitian dianalisis dengan menggunakan rumus *Spearman Rank*.

Hasil : Intensitas bermain *game online* pada anak usia 10-12 tahun di SD Negeri Selomulyo Ngaglik Sleman Yogyakarta sebagian besar kategori rendah (42,2%). Konsentrasi belajar sebagian besar kategori tinggi (40%). Hasil uji *Rank Spearman* diperoleh nilai p (0,002) dengan koefisien korelasi (r_s) sebesar 0,456.

Kesimpulan : Terdapat hubungan antara intensitas bermain *game online* dengan konsentrasi belajar anak usia 10-12 tahun di SD Negeri Selomulyo Ngaglik Sleman Yogyakarta dengan keeratan hubungan yang sedang.

Kata kunci : intensitas bermain *game online*, konsentrasi belajar

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The Relationship Between The Intensity Of Playing Games Online With The Concentration Of Learning Children Aged 10-12 Years In Elementary School Selomulyo Yogyakarta

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ABSTRACT

Background : in addition to physical, cognitive and psychosocial development, children should also concentrate in learning. Interactions can affect students in accepting their lessons, behaviors and associations, can influence learning concentrations that are affected also by several factors, such as technological factors such as television, internet, and games online. Preliminary study in public elementary school student Selomulyo Yogyakarta students often play online games after school, they spend about 1-3 hours.

Objective : know the relationship between the intensity of playing games online with the concentration of learning children aged 10-12 years in elementary school in Selomulyo Ngaglik Sleman Yogyakarta.

Methods : descriptive analytic research design using cross sectional approach. The sample is taken by stratified random sampling technique that is 45 student in Selomulyo elementary school Yogyakarta aged 10-12 year. The research instrument is questionnaire. The results were analyzed by using spearman rank formula.

Results : the intensity of playing games online in children aged 10-12 years in Selomulyo elementary school Ngaglik Sleman Yogyakarta mostly low category (42,2%). Study concentrations are mostly high categories (40%). Result of spearman rank test obtained p value (0,002) with correlation coefficient (rs) equal to 0,456.

Conclusion : there is a relationship between the intensity of playing games online with the concentration of learning of children aged 10-12 years in Selomulyo elementary school Ngaglik Sleman Yogyakarta with the closeness of a relationship of moderate.

Keywords: the intensity of playing games online, the concentration of learning.

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