STUDENTS LEARNING ACHIEVEMENT IN THE ERA OF SOCIAL MEDIA AND ONLINE GAMES

Thomas Aquinas Radito*
Program Studi Manajemen, Kampus STIE Isti Ekatana Upaweda, Yogyakarta
radith77th@gmail.com

Amaluddin Siddik
Program Studi Manajemen, Kampus STIE Isti Ekatana Upaweda Yogyakarta
amaluddin391@gmail.com

Meniek Srining Prapti
Fakultas Ekonomi dan Bisnis, Unika Soegijapranata, Semarang
menieksp@gmail.com

Abstrak

Penelitian ini dilakukan di Yogyakarta dan menguji pengaruh media sosial dan *game online* terhadap prestasi belajar mahasiswa. Populasi yang digunakan disini adalah semua mahasiswa dengan jumlah sampel sebanyak 200 responden. Validitas diuji menggunakan Faktor Analisis dan reliabilitas diuji menggunakan *Cronbach Alpha.* Analisa data untuk menguji hipotesis menggunakan regresi berganda. Media sosial yang digunakan oleh mayoritas para mahasiswa adalah Whatsapp, Instagram, Youtube, dan Facebook. Penggunaan media sosial terbukti berpengaruh secara signifikan terhadap prestasi belajar dengan nilai koefisien B sebesar 0,525 signifikan di 0,000. Ada 7 *game online* yang dimainkan oleh para mahasiswa yang menjadi responden dalam penelitian ini, yaitu Call of duty: mobile, Clash of Clans, Candy Crush Saga, Free Fire, Hago, Mobile Legends: Bang Bang, dan PUBG Mobile. *Game* yang bisa dimainkan secara berkelompok dan yang membutuhkan daya analisa dan pemikiran strategi ternyata menjadi pilihan favorit para mahasiswa. Hasil penelitian menunjukkan bahwa *game online* terbukti berpengaruh secara signifikan terhadap prestasi belajar dengan nilai koefisien B sebesar 0,226 dan signifikan di 0,000.

Kata kunci: Prestasi Belajar, *Game Online*, Media Sosial, Analisis Faktor, Regresi Berganda.

Abstract

This research was conducted in Yogyakarta and tested the influence of social media and online games on college students learning achievement. The population used here is all college students with a sample of 200 respondents. Validity is tested using Analysis Factors and reliability is tested using Cronbach Alpha. Data analysis to test hypotheses using multiple regression. Social media used by the majority of college students are Whatsapp, Instagram, Youtube, and Facebook. The use of social media was shown to have a significant effect on learning achievement with a B coefficient value of 0.525 significant at 0.000. There were 7 online games played by college students who were respondents in this study, namely Call of duty: mobile, Clash of Clans, Candy Crush Saga, Free Fire, Hago, Mobile Legends: Bang Bang, and PUBG Mobile. Games that can be played in groups and that require analytical power and strategic thinking turned out to be a favorite choice of college students. The results showed that online games proved to have a significant effect on college students learning achievement with a B coefficient value of 0.226 and significant at 0.000.

Keywords: Learning Achievement, Online Games, Social Media, Analysis Factors, Multiple Regression.

INTRODUCTION

Learning achievement for students is very important because learning achievement is one illustration of the level of success during the lesson (Wagiman, 2012). Azwar in (Nursita, Reba, & Sirjon, Prestasi Belajar Siswa Ditinjau Dari Kecanduan Game Online dan Motivasi Belajar, 2021) argues that learning achievement is a person's maximum effort to master the material or teaching materials. Performance learning is the result of the learning process in which learning is an obligation so that the success or failure of a person in education depends on the teaching and learning process experienced by that person (Mulyana, 2015). Teaching and learning activities are currently greatly facilitated by advances in technology. With the existence of technology, the process of interaction between lecturers and students, or even between students, becomes easier. With the rapid development of telecommunication technology and the popularity of the internet at this time, social media has become one of the main activities carried out in cyberspace (Ekasari in (Prihatmi, Pengaruh Media Sosial terhadap Prestasi Belajar Bahasa, 2018). According to (Situmorang, Kirana, & Kurniawan, Pengaruh kecerdasan emosional, lingkungan kampus, dan penggunaan, 2022), the proper use of social media can support and even increase productivity in the world of education. Study Taufik and Mulyani in (Situmorang, Kirana, & Kurniawan, Pengaruh kecerdasan emosional, lingkungan kampus, dan penggunaan, 2022) shows that social media can have a positive effect on student academic achievement.

According to (Cross, 2014) social media is the term used to combine, exchange information, and use web-based messaging. (Dailey, 2009) stated that social media is a content whose creation process uses publishing technology that can be accessed easily and measurably. Social media is a means for online communication, collaboration, and planting among networks of people, communities, and organizations that are interrelated and interdependent and strengthened by technological capabilities and mobility (Ambar, 2018). Social media is a site that allows its users to share information within certain groups (Osharive, 2015). Social media is a channel or means of online social interaction in cyberspace where users communicate with each other, interact, send messages to each other and share, and build networks (Romeltea, 2014).

The impact of social media depends on its use, so it is very important to be able to recognize the function of the social media used (Astuti, 2021). Possibility the worst impact in the world of education that can occur due to social media is a decrease in learning achievement (Suryaningsih, 2020). However, on the other hand, social media can also support student learning achievement because social media with the support of internet technology can be used to access important information that is useful for student learning (Wibowo & Febrianto, Pengaruh Penggunaan Teknologi Informasi Dan, 2020). According to (Cross, 2014), through social media, students can collaborate, exchange information, and interact through web-based message content. So that social media is expected to help the teaching and learning process in the classroom. The existence of social media such as Instagram, Youtube, Whatsapp, Twitter, and especially Google will facilitate the dissemination and access of information needed for both lecturers and students.

Research result by (Prihatmi, 2018) shows that social media as one of the learning media in tertiary institutions has been widely used and shows a trend of positive results on learning achievement. The use of cognitive social media has proven to have a positive effect on learning achievement (Harmini, 2017). According to research by (Wibowo & Febrianto, 2020), the use of quality social media will increase student achievement. Research result by (Situmorang, Kirana, & Kurniawan, 2022) also shows that the use of social

media can also increase the value of the cumulative grade point average (GPA) of students. Study (Fitri & Marina, 2017) led to the result that the use of social media in accordance with the place, time, and purpose will be able to minimize the negative impact caused by social media on learning achievement.

In the digital era, with the support of increasingly advanced technology, it is possible for students to have gadgets in the form of laptops and smartphones, all of which are connected to the internet network (Wibowo & Febrianto, 2020). According to Silaban, this fact raises new challenges to student achievement, namely online games (Jenab & Hudaya, 2015). According to (Asfihan, 2021) online games are games that use the internet network. Online games are video games played on a computer network, using personal computers or video game consoles (Eric, 2012). *Online game* is a game that can be accessed by many players, when the machines used by players are connected by a network (Adam & Rollings, 2007).

Online game considered to have a negative impact on academic achievement (Ariantoro, 2016). But according to Silaban in (Jenab & Hudaya, 2015), students who like online games have a tendency to like challenges. Added by (Ariantoro, 2016) online games have a positive value, namely stimulating a person to concentrate and triggering the desire to achieve the highest score in the game. Online games can also be useful for thinking and acting effectively and efficiently, training concentration and improving literacy skills (reading or speaking), especially English language (Kurniawati Y. , 2020). In fact, according to Hong & Liu, playing online games makes teenagers smarter because online games require strong analytical skills and proper strategic planning (Ramadhan, Nursuprianah, & Raharjo, 2020).

Research result by (Prastius, Rachmawan, Carlie, Kho, & Rino, 2020) show that online games can improve learning achievement in terms of increasing concentration abilities, foreign language skills, especially English, and the ability to establish interactions. According to research by (Prasetyo, 2019), online games demand effective, efficient and fast decision-making, and this also has a positive effect on improving learning achievement. Study (Kurniawati & Purnomo, 2021) also shows that online games are able to increase concentration, develop thinking skills (reasoning), reduce stress, and train social skills. Research by Granic, Lobel, and Engels in (Pande & Marheni, 2015) states that students who regularly play games will have better concentration of attention which also applies in the academic field. Research result by (Fauziah, 2013) shows that certain types of games such as action strategy games can improve skills in negotiating, making decisions, or planning, and thinking strategically in certain situations

Despite the fruitful findings of previous studies, research on social media and online games employed by college students is still lacking. Therefore, the current research focuses on college students and seeks to figure out what social media and online games are used by college students that are likely to affect their learning achievement.

So based on the background of the problem and the theoretical foundation, there are 2 objectives in this study: (1). To test the significance of the influence of social media on college students learning achievement, and (2). To test the significance of the effect of online games on college students learning achievement. There are also 2 formulations of the problem in this study: (1). Does social media have a significant effect on college students learning achievement? And (2). Do online games have a significant effect on college students learning achievement. Based on the research objectives and the formulation of the problem,

the hypotheses in this study are: (1). Social media has a significant effect on college students learning achievement, and (2). Online games have a significant effect on college students learning achievement.

METHODS

The research was carried out using quantitative methods and was carried out in Yogyakarta. The research objects are social media, online games, and learning achievement. The population in this study were all college students. The sampling method used in this research is purposive sampling, with the criteria of the respondents being college students who use social media and play online games and have a minimum GPA of 3.00. The sample used in this study was 200. The data used in this study were primary data collected through questionnaires.

To measure social media, researchers used a questionnaire adapted from (Kosasi, 2018) which has 4 indicators: (1). Interaction with fellow group members (group members), (2). Involvement using social media, (3). Collaborative learning ability, and (4). Intention to use social media. The instrument for measuring social media consists of 9 statements.

To measure online games researchers use a questionnaire adapted from (Jap, Tiatri, Jaya, & Suteja, 2013) which has 7 indicators: (1). The level of obsession with online games, (2). Frequency of using online games, (3). Online games as an escape medium, (4). Recurrence, (5). Withdrawal effect of not playing online games, (6). Conflict due to playing online games, and (7). Lack of sleep. The instrument for measuring online games consists of 7 statements.

To measure learning achievement researchers used a questionnaire adapted from (Sunarsi, 2017) which has 3 indicators: (1). Knowledge, (2). Attitude, and (3). Skills. The instrument for measuring learning achievement consists of 8 statements.

The validity of the instrument will be tested using Confirmatory Factor Analysis (CFA), and reliability will be tested using Cronbach Alpha. The hypothesis will be tested using Multiple Regression.

Basically, this section explains how the research was carried out, which includes research designs, populations, and samples (research targets), data collection techniques, and data analysis techniques. For qualitative research such as classroom action research, case studies, and so on, it is necessary to add the presence of researchers, research subjects, informants who helped along with ways to explore research data, location, and duration of research as well as a description of checking the validity of research results.

The method used must be accompanied by a reference, relevant modifications must be explained. Data analysis procedures and techniques must be emphasized in the literature review article. The stages of the research must be clearly stated. The research method must be written in paragraph form.

RESULTS AND DISCUSSION

Result

Based on Table 1 it is known that the respondents in this study were dominated by men, aged between 20-22 years (Table 2). Most of the respondent besides studying, they also worked (Table 3), lived far from their parents, (Table 4), has an allowance per month between Rp. 1,100,000 – Rp. 2,000,000 (Table 5). Majority use social media as well as WhatsApp, Instagram, Youtube, Facebook (Table 6), many college students only play free fire (Table 7). Many of the college students spend time using social media more than 6 hours per day (Table 8), and spent more than 5 hours per day playing online games (Table 9). The majority of respondents had a Grade Point Average (GPA) between 3.26 – 3.50 (Table 10).

Table 1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pria	114	57.0	57.0	57.0
	Wanita	86	43.0	43.0	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Table 2. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17 – 19 tahun	15	7.5	7.5	7.5
	20 – 22 tahun	102	51.0	51.0	58.5
	23 – 25 tahun	73	36.5	36.5	95.0
	26 – 28 tahun	8	4.0	4.0	99.0
	29 -31 tahun	2	1.0	1.0	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Table 3. Study and Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ya	108	54.0	54.0	54.0
	Tidak	92	46.0	46.0	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Table 4. Residence Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bersama Orang Tua	24	12.0	12.0	12.0
	Kos/Kontrakan	176	88.0	88.0	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Table 5. Pocket Money Amount

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< Rp 1.000.000	8	4.0	4.0	4.0
	Rp 1.100.000 – Rp 2.000.000	71	35.5	35.5	39.5
	Rp 2.100.000 – Rp 3.000.000	52	26.0	26.0	65.5
	Rp 3.100.000 – Rp 4.000.000	54	27.0	27.0	92.5
	Rp 4.100.000 – Rp 5.000.000	10	5.0	5.0	97.5
	>Rp 5.000.000	5	2.5	2.5	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Table 6. Social Media Platforms Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	1	.5	.5	.5
	Instagram, Lainnya	2	1.0	1.0	1.5
	Instagram, Twitter	1	.5	.5	2.0
	Instagram, Youtube	1	.5	.5	2.5
	Instagram, Youtube, Facebook	1	.5	.5	3.0
	Instagram, Youtube, Lainnya	1	.5	.5	3.5
	Lainnya	1	.5	.5	4.0
	Whatsapp	1	.5	.5	4.5

Whatsapp, Instagram	5	2.5	2.5	7.0
Whatsapp, Instagram, Facebook	1	.5	.5	7.5
Whatsapp, Instagram, Lainnya	3	1.5	1.5	9.0
Whatsapp, Instagram, Twitter	3	1.5	1.5	10.5
Whatsapp, Instagram, Twitter, Facebook	2	1.0	1.0	11.5
Whatsapp, Instagram, Twitter, Facebook, Line	1	.5	.5	12.0
Whatsapp, Instagram, Youtube	13	6.5	6.5	18.5
Whatsapp, Instagram, Youtube, Facebook	38	19.0	19.0	37.5
Whatsapp, Instagram, Youtube, Facebook, Lainnya	11	5.5	5.5	43.0
Whatsapp, Instagram, Youtube, Facebook, Line	6	3.0	3.0	46.0
Whatsapp, Instagram, Youtube, Lainnya	2	1.0	1.0	47.0
Whatsapp, Instagram, Youtube, Line	6	3.0	3.0	50.0
Whatsapp, Instagram, Youtube, Twitter	15	7.5	7.5	57.5
Whatsapp, Instagram, Youtube, Twitter, Facebook	23	11.5	11.5	69.0
Whatsapp, Instagram, Youtube, Twitter, Facebook Lainnya	16	8.0	8.0	77.0
Whatsapp, Instagram, Youtube, Twitter, Facebook Line	24	12.0	12.0	89.0
Whatsapp, Instagram, Youtube, Twitter, Lainnya	8	4.0	4.0	93.0
Whatsapp, Lainnya	1	.5	.5	93.5
Whatsapp, Twitter	1	.5	.5	94.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Whatsapp, Youtube	1	.5	.5	94.5
	Whatsapp, Youtube, Facebook	3	1.5	1.5	96.0
	Whatsapp, Youtube, Lainnya	1	.5	.5	96.5
	Whatsapp, Youtube, Twitter, Facebook, Lainnya	1	.5	.5	97.0
	Whatsapp, Youtube, Twitter, Lainnya	2	1.0	1.0	98.0
	Youtube	1	.5	.5	98.5
	Youtube, Twitter, Facebook	1	.5	.5	99.0
	Youtube, Twitter, Lainnya	1	.5	.5	99.5
	Youtube, Twitter, Line	1	.5	.5	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Table 7. Online Game Platforms Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Call Of Duty: Mobile	2	1.0	1.0	1.0
	Call Of Duty: Mobile, Clash Of Clans	1	.5	.5	1.5
	Call Of Duty: Mobile, Clash Of Clans, Lainnya	1	.5	.5	2.0
	Candy Crush Saga	6	3.0	3.0	5.0
	Clash Of Clans	2	1.0	1.0	6.0
	Clash Of Clans, Candy Crush Saga	1	.5	.5	6.5
	Clash Of Clans, Lainnya	1	.5	.5	7.0
	Domino Highs	1	.5	.5	7.5
	Free Fire	35	17.5	17.5	25.0
	Free Fire, Call Of Duty: Mobile	1	.5	.5	25.5
	Free Fire, Candy Crush Saga	2	1.0	1.0	26.5
	Free Fire, Clash Of Clans	3	1.5	1.5	28.0
	Free Fire, Lainnya	15	7.5	7.5	35.5
	Hago	2	1.0	1.0	36.5

Hago, Candy Crush Saga	1	.5	.5	37.0
Hago, Free Fire	1	.5	.5	37.5
Hago, Free Fire, Candy Crush Saga	2	1.0	1.0	38.5
Hago, Free Fire, Lainnya	1	.5	.5	39.0
Mobile Legends: Bang Bang	13	6.5	6.5	45.5
Mobile Legends: Bang Bang, Call Of Duty: Mobile	1	.5	.5	46.0
Mobile Legends: Bang Bang, Call Of Duty: Mobile, Clash Of Clans	1	.5	.5	46.5
Mobile Legends: Bang Bang, Candy Crush Saga	2	1.0	1.0	47.5
Mobile Legends: Bang Bang, Clash Of Clans	13	6.5	6.5	54.0
Mobile Legends: Bang Bang, Free Fire	18	9.0	9.0	63.0
Mobile Legends: Bang Bang, Free Fire, Candy Crush Saga	1	.5	.5	63.5
Mobile Legends: Bang Bang, Hago, Candy Crush Saga	2	1.0	1.0	64.5
Mobile Legends: Bang Bang, Lainnya	2	1.0	1.0	65.5
Mobile Legends: Bang Bang, PUBG Mobile	20	10.0	10.0	75.5
Mobile Legends: Bang Bang, PUBG Mobile, Call Of Duty: Mobile	3	1.5	1.5	77.0
Mobile Legends: Bang Bang, PUBG Mobile, Call Of Duty: Mobile, Candy Crush Saga	1	.5	.5	77.5

Mobile Legends: Bang Bang, PUBG Mobile, Call Of Duty: Mobile, Clash Of Clans	2	1.0	1.0	78.5
Mobile Legends: Bang Bang, PUBG Mobile, Clash Of Clans	5	2.5	2.5	81.0
Mobile Legends: Bang Bang, PUBG Mobile, Clash Of Clans, Candy Crush Saga	2	1.0	1.0	82.0
Mobile Legends: Bang Bang, PUBG Mobile, Free Fire	2	1.0	1.0	83.0
Mobile Legends: Bang Bang, PUBG Mobile, Free Fire, Clash Of Clans	2	1.0	1.0	84.0
Mobile Legends: Bang Bang, PUBG Mobile, Hago	5	2.5	2.5	86.5
Mobile Legends: Bang Bang, PUBG Mobile, Hago, Call Of Duty: Mobile, Candy Crush Saga	1	.5	.5	87.0
Mobile Legends: Bang Bang, PUBG Mobile, Hago, Call Of Duty: Mobile, Clash Of Clans, Candy Crush Saga	3	1.5	1.5	88.5
Mobile Legends: Bang Bang, PUBG Mobile, Hago, Free Fire	2	1.0	1.0	89.5
Mobile Legends: Bang Bang, PUBG Mobile, Hago, Free Fire, Call Of Duty: Mobile, Clash Of Clans	1	.5	.5	90.0

Mobile Legends: Bang Bang, PUBG Mobile, Hago, Free Fire, Call Of Duty: Mobile, Clash Of Clans, Candy Crush Saga	8	4.0	4.0	94.0
Mobile Legends: Bang Bang, PUBG Mobile, Hago, Free Fire, Clash Of Clans	1	.5	.5	94.5
PUBG Mobile	4	2.0	2.0	96.5
PUBG Mobile, Candy Crush Saga	1	.5	.5	97.0
PUBG Mobile, Clash Of Clans	1	.5	.5	97.5
PUBG Mobile, Clash Of Clans, Candy Crush Saga	1	.5	.5	98.0
PUBG Mobile, Hago, Candy Crush Saga	1	.5	.5	98.5
PUBG Mobile, Hago, Free Fire	1	.5	.5	99.0
PUBG Mobile, Hago, Free Fire, Call Of Duty: Mobile, Candy Crush Saga	1	.5	.5	99.5
PUBG Mobile, Hago, Free Fire, Call Of Duty: Mobile, Clash Of Clans	1	.5	.5	100.0
Total	200	100.0	100.0	

Source: Data, 2024

Table 8. Length of Time of Social Media Usage Per Day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-6 Jam	61	30.5	30.5	30.5
	> 6 Jam	139	69.5	69.5	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Table 9. Length of Time Playing Online Games Per Day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 – 5 Jam	70	35.0	35.0	35.0
	> 5 Jam	130	65.0	65.0	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Table 10. Grade Point Average (GPA)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,00 - 3,25	62	31.0	31.0	31.0
	3,26 - 3,50	81	40.5	40.5	71.5
	3,51 - 3,75	50	25.0	25.0	96.5
	>3,75	7	3.5	3.5	100.0
	Total	200	100.0	100.0	

Source: Data, 2024

Results of Data Analysis

Table 11. Validity and Reliability Test Results

Variabel	Item Pernyataan	Faktor Loading	Status	Reliabilitas	Status
Media Sosial	X1P1	.645	VALID	0,875	RELIABEL
	X1P2	.665	VALID		
	X1P3	.776	VALID		
	X1P4	.709	VALID		
	X1P5	.719	VALID		
	X1P6	.605	VALID		
	X1P7	.645	VALID		
	X1P8	.624	VALID		
	X1P9	.598	VALID		
Game Online	X2P1	.772	VALID	0,887	RELIABEL
	X2P2	.726	VALID		
	X2P3	.714	VALID		
	X2P4	.785	VALID		
	X2P5	.762	VALID		
	X2P6	.777	VALID		
	X2P7	.666	VALID		

Prestasi	YP1	.658	VALID	0,833	RELIABEL
Belajar	YP3	.637	VALID		
	YP4	.733	VALID		
	YP6	.731	VALID		
	YP8	.711	VALID		

Source: Data, 2024

Based on Table 11, the results of the validity test using factor analysis show that out of a total of 24 statements, it turns out that there are 3 statement items that must be discarded, namely YP2 with a loading factor value of 0.373, YP5 with a loading factor value of 0.413, and YP7 with a loading factor value of 0.463. So that the total statements included in the reliability test are 21 statements. The results of the reliability test showed that the Cronbach Alpha value for social media, online games, and learning achievement was above 0.70. According to (Hair, Black, Babin, & Anderson, 2013) a reliable Cronbach Alpha coefficient generally has a value of ≥ 0.70.

Table 12. t test (Hypothesis Test)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.004	.250		4.012	.000
	Total_X1	.525	.062	.500	8.490	.000
	Total_X2	.226	.050	.267	4.539	.000

a. Dependent Variable: Total_Y

Source: Data, 2024

Based on the regression results shown in Table 12, it is evident that social media (X1) has a significant positive effect on learning achievement. So are *online game* has a significant positive effect on learning achievement. The coefficient of determination test in this study (Table 14) shows the R Square value is 0.428. Independent variables (social media and online games) are stated to be able to explain 42.8% of the distribution of college students learning achievement variables. There are three categories of grouping on the R square value; the strong category, the moderate category, and the weak category. The R square value of 0.75 is included in the strong category, the R square value of 0.50 is included in the moderate category and the R square value of 0.25 is included in the weak category (Hair, Black, Babin, & Anderson, 2013). The R square results in this study can be said to be close to moderate. Model test results (Table 13) produce an F value of 73.686 with a significance value of 0.000. This shows that the regression model used in this study is good and has compatibility with the data used in this study.

Table 13. F Test (Model Test)

ANOVAª						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	38.153	2	19.077	73.686	.000ᵇ
	Residual	51.002	197	.259		
	Total	89.155	199			

a. Dependent Variable: Total_Y

b. Predictors: (Constant), Total_X2, Total_X1

Source: Data, 2024

Table 14. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654ª	.428	.422	.50881

a. Predictors: (Constant), Total_X2, Total_X1

Source: Data, 2024

DISCUSSION

The research results show that social media proved to have a significant positive effect on college students learning achievement (Table 12). This means that the use of social media has a good impact on learning achievement. The more time spent accessing social media, based on the results of this study, will increase college students learning achievement. Table 8 shows that the majority of respondents in this study spend more than 6 hours per day on social media. Table 6 shows that the majority of these respondents own and use Whatsapp, Instagram, Youtube, Facebook at the same time. College students who are mostly aged 20-22 years (Table 2) are likely to rely on Whatsapp, Instagram, Youtube and Facebook to support their learning process related to the lecture materials they have to learn. Whatsapp, Instagram, Youtube, and Instagram are indeed in the top 4 social media categories with the most active users globally in 2023 (Annur, 2023). It is possible that college students chose Whatsapp, because Whatsapp makes it easy for its users to communicate with each other by sharing information online in various formats (writing, documents, images, and videos). Allows for personal or group interaction. Accommodates the need to make phone calls or video calls. The application is light and free of annoying advertisements, and supports use on several Android, Iphone, Mac or Windows-based devices.

Instagram as a social media application for sharing photos and videos can also be used by college students to add friends, as a place to be creative and share knowledge, seek inspiration and update the information needed, for recreation and even to earn income. Youtube as a video sharing site has lots of educational videos that college students can use as learning media. As a learning medium, YouTube provides information and can be accessed for free using the internet and the links can be shared easily. Facebook as a social media platform also has uses for college students to communicate with many people. It is an application

that is user friendly and has many features (groups, community, chat, games, news portal, etc.). The existence of social media makes it easier for college students to communicate, coordinate, find sources of information needed, to share information with each other. So that the proper use of social media can indeed improve college student learning achievement. The use of social media in this study is proven to have a significant effect on college student achievement. Social media has a significant effect on learning achievement which is also supported by research results from (Alimni, Amin, & Lestari, 2021), (Kahayanti, Offeny, & Saefulloh, 2018), (Harmini, 2017), (Primartiwi & Naryyoso, 2019), (Asdiniah & Lestari, 2021), (Jani & Weismann , 2017), (Prihatmi, Pengaruh Media Sosial terhadap Prestasi Belajar Bahasa Inggris pada Program Studi Teknik Mesin ITN Malang, 2018), (Yunus & Andawais, 2019), (Wibowo & Febrianto, Pengaruh Penggunaan Teknologi Informasi Dan Media Sosial Terhadap Prestasi Belajar Mahasiswa, 2020), (Situmorang, Kirana, & Kurniawan, Pengaruh kecerdasan emosional, lingkungan kampus, dan penggunaan media sosial terhadap prestasi belajar, 2022), (Suryaningsih, DAMPAK MEDIA SOSIAL TERHADAP PRESTASI BELAJAR PESERTA, 2020), and (Ramdhani, 2016).

Online games are proven to have a positive and significant effect on college students learning achievement (Table 12). The majority of respondents spend more than 5 hours per day playing online games (Table 9). From the research data (Table 7), there were 7 online games played by college students who were respondents in this study, Call of duty: mobile, Clash of Clans, Candy Crush Saga, Free Fire, Hago, Mobile Legends: Bang Bang, PUBG Mobile. As reported by (Inc., 2023) Call of Duty mobile is a strategy game that has entered Indonesia since September 2019. This game can be played in groups and the players are called soldiers. Clash Of Clans is produced by Supercell (Supercell, 2023). This is a strategy and simulation game in which players must be able to defend their territory from attacks by other Clash of Clans players from around the world. Candy Crush Saga (Saga, 2023) is a game genre logic puzzle. This game is actually intended to develop basic thinking skills for children. It is possible that college students chose this game to get rid of boredom when they are not doing anything.

Hago (Hago, 2023) is an application that has various games in it, the majority of which are light games (mini games). This game also makes it possible to add friends because there is a voice chat service that allows you to just chat while playing. This game is indeed the most appropriate to play just to unwind or to fill spare time while doing waiting activities, such as when waiting for class time. Mobile Legends: Bang bang (Bang, 2023) is a game that can be played in groups and the mission of this game is to attack the enemy and destroy the enemy base. The player who gets the most "Kills" will be awarded the title of The Most Valuable Player (MVP) at the end of the game. So that in this game the players are required to rack their brains to make a strategy in attacking or defending themselves from the enemy in order to win. Player Unknown Battleground Mobile (PUBG) Mobile (Mobile, 2023) is a game of the battle royale genre. This game can be played with up to 100 players and the player who lasts until the end of the game wins. Free fire (Garena, 2023) is a game that has existed in Indonesia since 2018. This game is a battle royale game genre played by a maximum of 50 people and later the players will attack each other and the last player standing is the winner.

The majority of the games played are strategy games that do require thinking and analytical skills from the players and all of them can be played using a smartphone. College students who play the battle

royale genre game are likely to hone their abilities in conducting an analysis of the problem and then make a choice of alternative strategies to overcome the problem. This habit does not rule out the possibility of having an impact on their learning activities where they become accustomed to seeing a problem from various points of view and then making appropriate decisions to solve the problem, and this has a positive effect on college students learning achievement. The results in Table 7 show that the majority of college students prefer to only play the Free Fire game. Indeed, of all the games in the strategy genre, only Free Fire has a shorter game duration so it doesn't really burden the performance of their smartphones. The results of this study indicate that online games have a significant effect on learning achievement and has a positive effect on college students learning achievement. This finding is in accordance with the results of research that game online have a significant effect on learning achievement from (Jenab & Hudaya, PENGARUH ADIKTIF GAME ONLINE TERHADAP PRESTASI BELAJAR, 2015), (Rahyuni, Yunus, & Hamid, 2021), (Halawa, 2018), (Maulidia, Hambali, & Aklima, 2019), (Nurdin, Syamsyuri, & Avicenna, 2022), (Sahara & Nasution, 2021), (Lerianza , Utami, Supriyati, & Farich, 2020), (Nursita, Reba, & Sirjon, Prestasi Belajar Siswa Ditinjau Dari Kecanduan Game Online dan Motivasi Belajar, 2021), (Aginsha & Febrianto, 2021), and (Harahap & Beydha, 2015).

The results of the study presented are important data obtained from the results of data collection in the field (test results, questionnaires, interviews, documents, etc.). Research results can be supplemented by tables, figures, or graphs to clarify the results of the study. Avoid presenting similar data in separate tables. Tables, figures and graphics must be commented or discussed. All tables, figures and graphics must be centered and numbered consecutively. For qualitative research, the results section contains detailed sections in the form of sub-topics that are directly related to the research focus and categories.

The discussion in the article aims to: (1) answer the problem formulation and research questions; (2) shows how the findings were obtained; (3) interpret research findings; (4) linking research findings to established knowledge structures; and (5) bringing up new theories or modification of existing theories. This part of the discussion should contain the benefits of the research results, not the repetition results. The analysis must address the stated gap.

In answering the formulation of the problem and research questions, the results of the study must be concluded explicitly. Interpretation of findings is carried out using logic and existing theories. Findings in the form of reality in the field are integrated/linked with the results of previous studies or with existing theories. For this purpose, there must be a reference. In bringing up new theories, old theories can be confirmed or rejected, some may need to modify theories from old theories.

CONCLUSION

Hypothesis 1 states that Social media has a significant effect on college students learning achievement. The research results show that this hypothesis is accepted. Social media has been proven to have a significant effect on college students learning achievement. Hypothesis 2 states that online games have a significant effect on college students learning achievement. The results of the research show that this hypothesis is accepted. Online games are proven to have a significant effect on college students learning achievement.

The use of a cross-sectional design in this study caused researchers to be less able to "photograph" further developments on the influence of social media and online games on college students learning

achievement because data collection was only done once. So that the influence of the use of social media and online games on learning achievement can be seen as a whole, it is better for future research to use a longitudinal design method.

The use of non-probability sampling in this study makes the research results unable to be generalized. So that future research should use probability sampling in the form of stratified random sampling using criteria based on gender, length of time using social media and online games every day, and cumulative grade point values.

For future research, it is also necessary to consider adding other variables to increase the R square value. For example by adding the learning readiness variable, according to research results by (Harmini, 2017) produces an R Square value of 0.8.

The research conclusions are presented briefly, narratively, and conceptually that describe the research findings and their impact. Avoid using numbering and symbols (bullet and numbering).

REFERENCES

Adam, & Rollings.(2007). http://www.designersnotebook.com/Books/Fundamentals_of_Game_Design/ fundamentals_ch21. pdf.Retrieved 2 14, 2024

Aginsha, N. P., & Febrianto, A. (2021, Januari 1). Pengaruh Game Online dan Motivasi Belajar Terhadap Prestasi Belajar. Jurnal Riset Pendidikan dan Pembelajaran Indonesia., 1(1), 21-24.

Alimni, Amin, A., & Lestari, M. (2021). Intensitas Media Sosial Dan Pengaruhnya Terhadap Hasil Belajar Agama Islam Siswa Sekolah Menegah Pertama Kota Bengkulu. Jurnal El-Ta'dib, 01(02), 145-156.

Ambar. (2018, march 19). 20 Pengertian Media Sosial Menurut Para Ahli. Retrieved from Komunikasi digital: https://pakarkomunikasi.com/pengertian-media-sosial-menurut-para-ahli

Annur, C. M. (2023). https://katadata.co.id/. Retrieved 2 18, 2024, from https://databoks.katadata.co.id/datapublish/2023/02/06/facebook-hingga-twitter-ini-deretan-media-sosial-terpopuler-dunia-di-awal-2023

Ariantoro, T. R. (2016). Dampak Game Online Terhadap Prestasi Belajar Pelajar. Jutim, 1.

Asdiniah, E. N., & Lestari, T. (2021). Pengaruh Media Sosial Tiktok terhadap Perkembangan Prestasi Belajar Anak Sekolah Dasar. Jurnal Pendidikan Tambusai 1, 5(1), 1675-1682.

Asfihan. (2021, Juni 4). Pengertian Game Online. Retrieved from Ruang pengetahuan: https://ruangpengetahuan.co.id/pengertian-game-online/

Astuti, N. F. (2021, Mei 27). Mengenal Fungsi Media Sosial, Berikut Pengertian dan Jenisnya. Retrieved from Merdeka.com: https://www.merdeka.com/jabar/mengenal-fungsi-media-sosial-berikut-pengertian-dan-jenisnya-kln.html

Bang, M. L. (2023). Mobile Legends: Bang Bang. Retrieved 2 18, 2024, from https://www.mobilelegends.com/en

Cross, M. (2014). Social Media Security: Leveraging Social Network While . Massachusetts: Syngress Elsevier.

Dailey, P. (2009). Social Media: Finding Its Way into Your Business . Burlington, Linkage.

Eric. (2012, Oktober 16). Pengertian Game online. Retrieved from Blogspot: https://pengertian-game-online.blogspot.com/

Fauziah, E. R. (2013). Pengaruh Game Online Terhadap Perubahan Perilaku. Ejournal Lmu Komunikas, 1-16.

Fitri, M. E., & Marina, A. (2017). Evaluasi Prestasi Belajar Mahasiswa Terhadap Penggunaan Media Sosial. Jurnal Ekonomi dan Bisnis Dharma Andalas, 55.

Garena. (2023). Garena. Retrieved 2 18, 2024, From Https://Ff.Garena.Com/En/

Hago. (2023). Hago. Retrieved 2 18, 2024, From Https://Ihago.Net/?Lang=En#/Home

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2013). Multivariate Data Analysis (7th Ed.). Pearson Education Limited.

Halawa, A. (2018). Hubungan Bermain Game Online Dengan Prestasi Belajar Siswa Kelas 4 Di Mi Darussalam Jambangan Surabaya. Jurnal Keperawatan, 7(1).

Harahap, K., & Beydha, D. I. (2015). Game Online Dan Prestasi Belajar (Studi Korelasional Pengaruh Game Online Terhadap Prestasi Belajar Siswa Kelas Viii Smp Nurul Hasanah Kelurahan Padang Bulan Medan. Jurnal Universitas Sumatra Utara, 2(5), 1-10.

Harmini, T. (2017). Pengaruh Kesiapan Belajar Terhadap Prestasi Belajar Mahasiswa Pada Pembelajaran Kalkulus. Jurnal Matematika Dan Pendidikan Matematika Prodi Pendidikan Matematika Universitas Wiralodra Indramayu, 2(2), 145-158.

Inc., A. P. (2023). Call Of Duty Mobile. Retrieved 2 18, 2024, From Https://Www.Callofduty.Com/Mobile

Jani, S., & Weismann , I. T. (2017). Pengaruh Kecanduan Media Sosial Terhadap Prestasi Belajar Mahasiswi Asrama Di Sekolah Tinggi Filsafat Jaffray Makassar. Jurnal Komunikasi Dan Media, 1(1), 158-165.

Jap, T., Tiatri, S., Jaya, E. S., & Suteja, M. S. (2013). Perkembangan Kecanduan Game Online Indonesia Daftar Pertanyaan. Journal.Pone, 8(4), 1-5.

Jenab, & Hudaya, A. (2015). Pengaruh Adiktif Game Online Terhadap Prestasi Belajar. Research And Development Journal Of Education .

Jenab, & Hudaya, A. (2015). Pengaruh Adiktif Game Online Terhadap Prestasi Belajar. Research And Development Journal Of Education, 2(1).

Kahayanti, R., Offeny, & Saefulloh, A. (2018). Pengaruh Media Sosial Terhadap Prestasi Belajar Bahasa Inggris Pada Program Studi Teknik Mesin Itn Malang. Jurnal Flywheel , 8(1).

Kosasi, S. (2018). Teknologi Media Sosial: Meningkatkan Prestasi Belajar. Konferensi Nasional Sistem Informasi, 8-13.

Kurniawati, I., & Purnomo, H. (2021). Pengaruh Kebiasaan Bermain Game Online Terhadap Prestasi. Jurnal Pgsd Stkip Pgri Banjarmasin, 45-52.

Kurniawati, Y. (2020, 11 26). Pengaruh Game Online Terhadap Prestasi Belajar Peserta Didik. Conference Series 3, 1843-1847. Retrieved From Shes: Conference Series 3.

Lerianza , B., Utami, D., Supriyati, & Farich, A. (2020). Intensitas Bermain Game Online Dan Motivasi Belajar Dengan Prestasi Belajar Mahasiswa Fakultas Kedokteran. Jurnal Ilmiah Kesehatan Sandi Husada, 9(1), 96-102.

Maulidia, Hambali, & Aklima, F. N. (2019). Hubungan Intensitas Bermain Game Online Dengan Prestasi Belajar Siswa Di Sd Negeri 2 Banda Aceh. Jurnal Tunas Bangsa, 6(2).

Mobile, P. (2023). Pubg Mobile. Retrieved 8 18, 2023, From Https://Www.Pubgmobile.Com/Id/Home.Shtml

Mulyana. (2015, April 08). Prestasi Belajar Siswa. Retrieved From Info Publik: Https://Www.Ainamulyana.Xyz/2015/04/Prestasi-Belajar-Siswa.Html

Nurdin, N., Syamsyuri, S., & Avicenna, A. (2022). Pengaruh Game Online Terhadap Prestasi Siswa Kelas Viii Mts Aisyiyah Sungguminasa Gowa. Jurnal Aksara Sawergading, 1(1), 22-32.

Nursita, B., Reba, Y. A., & Sirjon. (2021). Prestasi Belajar Siswa Ditinjau Dari Kecanduan Game Online Dan Motivasi Belajar. Psychocentrum Review, 259-267.

Nursita, B., Reba, Y. A., & Sirjon. (2021). Prestasi Belajar Siswa Ditinjau Dari Kecanduan Game Online Dan Motivasi Belajar. Psychocentrum Review, 3(2), 259-267.

Osharive, P. (2015). Social Media And Academic Performance Of Students. Research Project Submitted To Department Of Educational .

Pande, N. A., & Marheni, A. (2015). Hubungan Kecanduan Game Online Dengan Prestasi Belajar Siswa Smp. Jurnal Psikologi Udayana, 163-171.

Prasetyo, A. F. (2019). Pengaruh Game Online Androidterhadap Prestasi Belajar Siswakelas Iv Mi Islamiyah Kebomlati Kecamatan Plumpang Kabupaten Tuban Tahunpelajaran 2017-2018. Premiere : Jurnal Pendidikan Dasar Islam, 49-65.

Prastius, E., Rachmawan, Carlie, J., Kho, J., & Rino. (2020). Pengaruh Game Onlineterhadap Kemampuanberbahasa Inggris. Computer Based Information System Journal, 29-36.

Prihatmi, T. N. (2018). Pengaruh Media Sosial Terhadap Prestasi Belajar Bahasa. Jurnal Flywheel.

Prihatmi, T. N. (2018). Pengaruh Media Sosial Terhadap Prestasi Belajar Bahasa Inggris Pada Program Studi Teknik Mesin Itn Malang. Jurnal Flywheel, 9(1), 18-21.

Primartiwi, A., & Naryyoso, A. (2019). Pengaruh Intensitas Mengakses Media Sosial Youtube Dan Komunikasi Peer Group Terhadap Prestasi Belajar Siswa. Interaksi Online, 7(3), 158-173.

Rahyuni, Yunus, M., & Hamid, S. (2021). Pengaruh Game Online Terhadap Motivasi Belajar Dan Prestasi Belajar. Journal Of Education, 1(2), 65-70.

Ramadhan, I., Nursuprianah, I., & Raharjo, H. (2020). Pengaruh Bermain Game Online Terhadap Prestasi. Jurnal Pendidikan Dan, 153-170.

Ramdhani, M. (2016). Pengaruh Sosial Media (Facebook) Terhadap Prestasi Belajar Mahasiswa Ilmu Komunikasi Universitas Singaperbangsa (Unsika) Karawang. Jurnal Politikom Indonesiana, 1(1), 66-78.

Romeltea. (2014, April 14). Media Sosial: Pengertian, Karakteristik, Dan Jenis. Retrieved From Www.Romelteamedia.Com: Https://Www.Romelteamedia.Com

Saga, C. C. (2023). Candy Crush Saga. Retrieved 2 18, 2024, From Https://Candycandycrush.Com.

Sahara, P. R., & Nasution, F. Z. (2021). Hubungan Kecanduan Game Online Dengan Prestasi Belajar Siswa-Siswi Mapn-4 Medan. Jurnal Fpsi, 2(1), 36-34.

Situmorang, B. J., Kirana, K. C., & Kurniawan, I. S. (2022). Pengaruh Kecerdasan Emosional, Lingkungan Kampus, Dan Penggunaan. Jurnal Pembangunan Dan Pendidikan, 105-115.

Situmorang, B. J., Kirana, K. C., & Kurniawan, I. S. (2022). Pengaruh Kecerdasan Emosional, Lingkungan Kampus, Dan Penggunaan Media Sosial Terhadap Prestasi Belajar. Jurnal Pembangunan Dan Pendidikan, 8(2), 105-115.

Sunarsi, D. (2017). Pengaruh Disiplin, Motivasi, Dan Kompetensi Terhadap Prestasi Belajar. Jurnal Mandiri, 208 - 226.

Supercell. (2023). Supercell. Retrieved 2 18, 2024, From Https://Supercell.Com/En/Games/Clashofclans/

Suryaningsih, A. (2020). Dampak Media Sosial Terhadap Prestasi Belajar Peserta. Jurnal Pendidikan Sains Dan Teknologi, 7(1), 1-10.

Suryaningsih, A. (2020). Dampak Media Sosial Terhadap Prestasi Belajar Peserta. Jurnal Pendidikan Sains Dan Teknologi, 1858-005.

Wagiman, W. (2012). Bab I Pendahuluan A. Latar Belakang Masalah Prestasi Belajar. Retrieved From Eprints.Ums.Ac.Id: Http://Eprints.Ums.Ac.Id/20748/2/03_Bab_I.Pdf

Wibowo, A., & Febrianto, R. (2020). Pengaruh Penggunaan Teknologi Informasi Dan. Jurnal Tikomsin, 68-73.

Wibowo, A., & Febrianto, R. (2020). Pengaruh Penggunaan Teknologi Informasi Dan Media Sosial Terhadap Prestasi Belajar Mahasiswa. Jurnal Tikomsin, 8(1), 68-73.

Yunus, & Andawais. (2019). Pengaruh Ti Media Sosial Terhadap Prestasi Belajar Pendidikan Agama Islam Peserta Didik Di Smp Negeri 3 Mappadeceng Kabupaten Luwu Utara. Jurnal Teknologi Informasi Esit, Xiv(1), 16-25.