# HUBUNGAN ANTARA INTENSITAS BERMAIN GAME *SMARTPHONE* DENGAN PRESTASI BELAJAR SISWA SEKOLAH DASAR

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara intensitas bermain game *smartphone* dengan prestasi belajar siswa sekolah dasar. Hipotesis penelitian ini adalah terdapat hubungan negatif antara intensitas bermain game *smartphone* dengan prestasi belajar siswa sekolah dasar. Subjek penelitian ini adalah siswa kelas IV, V, dan VI SD Negeri Secang 1 Tahun Pelajaran 2020/2021 yang berjumlah 89 siswa. Metode pengumpulan data yang digunakan adalah skala intensitas bermain game *smartphone* dan hasil prestasi belajar penilaian akhir semester (PAS) mata pelajaran matematika semester 1 kelas IV, V, dan VI SD Negeri Secang 1 Tahun Pelajaran 2020/2021. Dari 40 item skala intensitas bermain game *smartphone*, terdapat 11 item gugur dan 29 item valid. Reliabilitas yang dihasilkan dari uji coba skala intensitas bermain game *smartphone* adalah sebesar 0.869. Hasil analisis data menyatakan sebaran data normal dan linear. Data penelitian dianalisis dengan menggunakan teknik korelasi *Pearson's Product Moment* melalui program khusus komputer statistik yaitu *Statistical Product and Service Solution* (SPSS) *versi 23 for Windows*. Hasil perhitungan yang diperoleh menunjukkan koefisien korelasi (r) yang didapatkan sebesar ($r = $ -,237) dan nilai signifikansi ($p = $,025). Hasil yang diperoleh menyatakan hipotesis dalam penelitian ini diterima. Hal ini memiliki arti semakin tinggi intensitas bermain game *smartphone* maka semakin rendah prestasi belajar siswa. Sebaliknya, semakin rendah intensitas bermain game *smartphone* maka semakin tinggi prestasi belajar siswa.

Kata kunci: intensitas bermain game smartphone, prestasi belajar, siswa
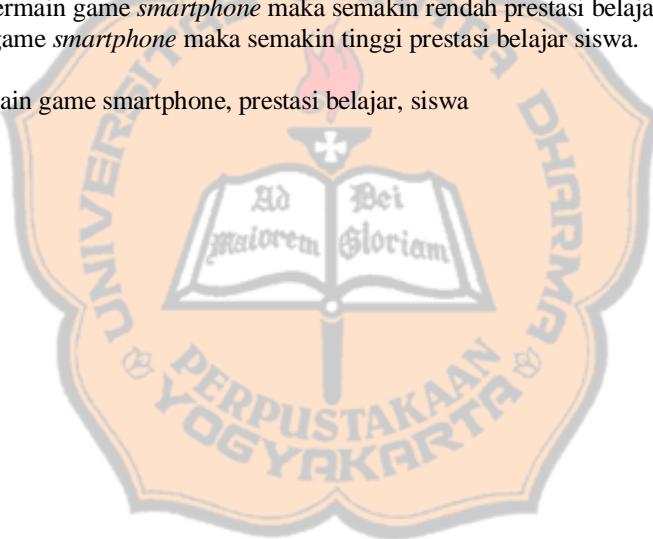
THE RELATIONSHIP BETWEEN THE INTENSITY OF PLAYING SMARTPHONE GAMES AND THE LEARNING ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aimed to elaborate the relationship between the intensity of playing smartphone games with the learning achievement of elementary school students. This study hypothesized that there was a negative relationship between the intensity of playing smartphone games with the learning achievement of elementary school students. The subjects of this study were 89 students in grades IV, V, and VI of SD Negeri Secang 1 for the academic year 2020/2021. The data collection method used was the intensity scale of playing smartphone games and the results of the end-of-semester assessment learning achievement for semester 1 mathematics subjects for grades IV, V, and VI of Secang 1 Elementary School in the 2020/2021 academic year. From 40 items on the intensity scale of playing smartphone games, 11 items fell and 29 items were valid. The reliability from the test of the intensity scale of playing smartphone games was 0.869. The results of the data analysis declared that the distribution of the data was normal and linear. The research data were analyzed using the Pearson's Product Moment correlation technique through a special statistical computer program, namely Statistical Product and Service Solution (SPSS) version 23 for Windows. The calculation results indicate that the correlation coefficient (r) was (r = -,237) and the significance value was (p = ,025). The results showed that the hypothesis in this study was accepted. This meant that the higher the intensity of playing smartphone games, the lower the student's learning achievement. On the other hand, the lower the intensity of playing smartphone games, the higher the student's learning achievement.

Keywords: intensity of playing smartphone games, learning achievement, students