Effects of Online Game Use and Online Psychotest in Learning on Student Resilience in the Lecture Process

Zaharuddin Nur[1] & Gusman Lesmana[2]

[1] [2] North Sumatra Muhammadiyah University

[a] Corresponding author: zaharuddinnur@umsu.ac.id
[b] gusmanlesmana@umsu.ac.id

Abstract. The research process is carried out directly to obtain data on the quality of student resilience in lectures by comparing the time before the application of the online game method and the psych test with the time after the online game method and the psycho test was carried out. The aspects developed include independence (independence), good relationships (having a good relationship), initiative (having initiative), creativity (having creativity), a sense of humor (humorous), having good moral standards (having good moral standards), and including. insight (have broad insight). The research targets were students of semester 6th Guidance and Counseling FKIP UMSU who were getting the Professional Counseling course in this semester. The findings obtained in this study are that the overall online game method and online psycho test contribute to improving the quality of student resilience by R-xy = 0.897 with p <0.05, resulting in the conclusion that the online game method and online psycho test method in learning significantly influence resilience college student.

Keywords: online games and psychotest online, student resilience

INTRODUCTION

The Covid-19 pandemic that occurred in the world, especially Indonesia, gave birth to a Government policy that requires students to study from home online during the quarantine period. This has an impact on student motivation because learning satisfaction is disrupted and they have to make learning adjustments at home. Online lectures are also a manifestation of the changes that this situation has brought about.

However, online lectures need to get a quality touch to attract students to take part in lectures enthusiastically and with quality. Online games are one of the new ways in the lecture process that are of interest to students, the majority of whom are millennial individuals. The current game is not like the previous games, if in the past the game could only be played by a maximum of two people, now with advances in technology, especially the internet network, games can be played by more than 100 people at the same time. Even though the game is intended for children, not a few adults often play it, not even a few who make it a job and earn income from playing games.

Online games are a means of play and entertainment for online game users which can have a negative impact on children's lives and social development. Especially for students who have a free spirit and prefer to play online games compared to learning and socializing with their environment. Online games are currently educational, however, the continuous use of online games is addictive to the user. Playing online games requires a lot of time, so many online game users forget about learning and socializing with their environment. For example, there are students who do not go to college because playing online games at their boarding house causes their grades and social interactions to decrease.

Several previous studies have explained the context of online games that affect learning motivation to change in attitudes that lead to disgraceful behavior. Not only did the scores decrease, but someone who played online games

was able to lie to parents about sending money, spending money only on online games, and even completing college education. All of these things are due to the fact that so much time is spent playing online games that the body becomes tired easily.

When the body is often tired due to lack of rest, the motivation to study is almost non-existent. When students force themselves to take courses with a tired body, the level of understanding they get is also very low which leads to falling asleep in class. When falling asleep in class, a student is no longer able to understand what is being taught so that the assignments given cannot be done. Because college assignments have not been done, the intention to enter college has decreased so that at the time of the exam, they are unable to answer exam questions which results in low exam scores. Online games which tend to affect the mindset of a student who plays online games even enter the subconscious so that they cannot focus on a course. Many tend to see the nature of online games and interpret that online games have more influence on students and students as individuals who focus on learning in a negative direction and harm them regarding the quality and learning outcomes they follow.

Apart from the many negative impacts given by online games to adolescent individuals. Another point of view according to research by Hong & Liu (2003) that online games can increase the concentration power, analytical skills and strategic planning of the players. Qualitative research by Widyastuti (2012) states that online games can improve reading skills, the ability to receive stories, and the ability to speak English and can relieve stress. These various positive impacts, if they can be taken by students playing online games, will certainly help their lectures.

Online games used in lectures are able to contribute to improving the quality of student resilience. In the characteristics of the games played by students in lecture learning applied by lecturers, it forms a development of conditions according to Cassidy (2015) in 3 forming aspects, namely a) perseverance (perseverance) describes individuals who work hard, do not give up easily, focus on processes and goals, and have persistence in the face of adversity. This condition will be trained in the emotional dynamics of students in solving challenges and games being played. Furthermore, the development of b) reflecting and adaptive help-seeking (seeking adaptive help), namely individuals who are able to reflect on their strengths and weaknesses and can seek help, support and encouragement by other individuals as an effort for individual adaptive behavior. The condition of students here is to train themselves to train themselves to adjust their position according to strategies to solve problems. And finally and c) negative affect and emotional response (negative influence and emotional response) is a picture of anxiety, negative emotions, optimism-pessimism, and negative acceptance that an individual has during life.

METHOD

This study uses an experimental method with a paced test technique between recovery with a general approach with lectures with an online game approach and a psychology test. Study This research was conducted on the students of BK (Guidance and Counseling) who sat in the 6th semester of 2021 as many as 65 students. Research procedure The steps in this study begin with the provision of tools and materials to support learning instruments with online games and data collection instruments for student resilience conditions. Then the researchers analyzed the differentiation of learning in lectures as the core of the research. In addition, the researchers observed and administered the student learning research data instruments and the resilience instruments. After the data has been collected, the final step is to process the data to obtain research conclusions.

FINDINGS AND DISCUSSION

Game Online

In language, games come from English, namely games, which means games. In this discussion, a game is a video that can be played by players through game tools such as computers or laptops, gadgets / smartphones and consoles. Meanwhile, online game terminology comes from two words, namely game and online. Games are games and online is connected to the internet. Starting from here, the researcher argues that an online game is a game or game that must be played online with the help of an internet network so that the game can be played, either using a gadget / smartphone or other media that supports the network.

Online gaming is a new phenomenon in Southeast Asia. However, it has many enthusiasts, including Indonesia in various big cities. Mark Griffiths revealed that games can make people more motivated and individuals who like

to play games in some ways provide more psychological satisfaction. Playing online games requires more complex skills, higher dexterity, and presents more socially relevant problems and a more realistic picture. So it is clearly illustrated that someone who likes to play online games will get psychological satisfaction where humans are motivated to complete and win the games in these online games. In addition, Yee explained that playing online games is done by teenagers with various motives, from being a medium of entertainment to being a job.

Learning Behavior (Lecture)

The concept and understanding of learning behavior varies greatly depending on the point of view of each person who observes it. Self-learning is defined as a relatively long-lasting change in behavior that results from experiences. Learning behavior can be defined as a learning activity or learning activity that is often carried out spontaneously, generally behavior can occur due to external or internal stimuli or stimuli.

Learning Based Online Game

Game is an interesting and fun game. Games are a global phenomenon. Electronic games that use computer media, cellular phones or consoles such as playstations or x-boxes have mushroomed everywhere. The game business has also penetrated everywhere, but ironically the content of games is mostly filled with entertainment and very little has educational content (education). Actually, without realizing it, games can teach many skills and games can be used as an alternative education (Buckingham and Scalon, 2002). According to Foreman (2009), games are potential learning environments. Playing games is a new literature in education.

Games that are currently developing in the world of education are known as educational games. This educational game aims to provoke students' interest in understanding the learning material while playing, so that feelings of joy, joy, and not boring appear. So with this condition, it is hoped that children will be motivated and easily understand the lessons conveyed by educators. Because so far, learning that uses conventional learning media does not involve technology tends to make students bored, bored in learning carried out in class. The use of games in learning currently tends to develop in the world of education with educational games that involve games or games in the learning process being carried out. Several important points of the benefits of games were also put forward at the Computer Assisted Investing Special Interest Group (SIG CAI) forum (uad.ac.id, 2009), which are as follows:
1. Types of games that require problem solving strategies can improve children's cognitive abilities.
2. Men and women who were trained to play video games for 1 (one) month showed improvements in memory tests and the ability to perform various tasks (multi-task).
3. Video games can make players sharpen their thinking.
4. Demanding children to be more creative.
5. And also children are required to learn to make decisions from all the actions they take.
6. Build a spirit of cooperation or teamwork when played with other gamers in multiplayer.
7. Develop skills in reading, mathematics, and solving problems or assignments. Make children feel comfortable and familiar with technology, especially girls, who don't use technology as often as boys.
8. Train coordination between eyes and hands, as well as motor skills
9. Increase children's self-confidence and self-esteem when they are able to master the game.

Online Game-Based Learning forms Student Resilience

The term resilience was first introduced in the 1950s by Blok with the name ego-resilience (ER), which is defined as a general ability that involves a high adaptability and flexibility when faced with internal and external pressures. Initially the concept was applied to children where it was known as "invulnerability" or "stress-resistance". ER and resilience are both treated as protective factors against adversity, they are different in many ways (Farkas & Orosz, 2015).

Academic resilience is the ability to develop, mature, and improve competence in facing loss of circumstances or obstacles (Rouse, 2001). Desmita (2011) explains that students need academic resilience in order to overcome the problems experienced especially for final year students, namely in thesis writing. The number of unpleasant

conditions in the preparation of thesis is deemed necessary for students to build academic resilience. Academic resilience can also determine the thinking style and success of students as learners, including the success in overcoming learning difficulties on campus because by having academic resilience, students can overcome difficulties, rise from pressure, frustration, stress, depression, and try to overcome them.

Result

The research data were analyzed by looking at the correlation between each item and the total score using Pearson Product Moment Correlation. Item-total correlation is used to select items that best measure the construct or content being measured, by selecting items that are found to be significant at the 0.05 level. On the Academic Resilience Scale, out of the initial 65 items constructed, 11 items were dropped (insignificant item-total correlation), leaving 54 items in line with the measure function, with a range of item-total correlation coefficient values from 0.301 to 0.711. Whereas on the online game-based Learning Scale, all of the initial items totaling 35 items were significant, so that 35 items were retained with item-total correlation coefficient values from 0.300 to 0.789.

Furthermore, the main result in this study is the calculation obtained   = 9.347 after being compared with dk = n -1 = 10-1 = 9, the real level = 0.01, obtained = 1.684 and it turns out that > (9.347> 1.684) then rejected and accepted, so that The conclusion is "there is a significant influence on the application of online game-based learning and psychotest on student resilience in attending lectures.

CONCLUSION

Based on the results of the research we have done, it can be concluded that playing online games has an effect on student resilience in learning if it is highlighted by a point of view on the complementary characteristics of the learning that follows. The significance of the effect of online learning that is applied means that online learning can be used as a new strategy in an effort to improve the quality of the lecture process. Indicators of improvement that can occur in online game-based learning lie in increasing interest in learning, increasing concentration in thinking and self-focus, then increasing analytical skills to choose adjustment strategies to competency development challenges and the last is increasing the sense of fighting to achieve learning completion towards mastery competencies required in the learning that is followed. After knowing that learning in lectures with online games and psychology tests can be used in learning and greatly helps the effectiveness of the teaching and learning process through the transfer of knowledge to students, it is hoped that each teacher in learning uses multimedia with online games and psychotest learning in accordance with the objectives to be achieved from each. learning materials. Every teacher who enters the class is expected to be able to master at least some educational learning games and be able to operate them properly so that the presentation of material using learning games turns into learning that is not boring for students or students.

REFERENCES

1. A Rini, (2011). *Menanggulangi Kecanduan Game On-Line Pada Anak.* Jakarta: Pustaka Mina.
2. Cassidy, S. (2015). Resilience building in students: The role of academic selfefficacy. *Frontiers in Psychology*, 6, 1–14.
3. Cheng V., Catling J. C. (2015). The role of resilience, delayed gratification and stress in predicting academic performance. *Psychol. Teach. Rev.* 21 13–24
4. Dahlilah, (2015). *Game Online dan Interaksi Sosial*. Paradigma Madani.
5. Gilligan, R. (2007) Adversity, Resilience and the Educational Progress of Young People in Public Care. *Emotional and Behavioural Difficulties*, 12, 135-145.
6. Gilbert, D. (2002). Multimedia Technology, Queensland: University of Queensland.
7. J. Devito, (2011). *Komunikasi Antar Manusia*. Tangerang: Kharisma Publishing Group.
8. J. S. Lemmens, P. M. Valkenburg, J. Peter, (2009). *Development and validation of a game addiction scale for adolescents.* Media Psychology, 12 (1), 77-95. doi: 10.1080/15213260802669458.
9. Juliansyah Noor, (2013). *Metodologi Penelitian,* Jakarta: Kharisma Putra Utama.

10. Reivich K, Shatte A. (2002). *The resilience factor; 7 essential skill for overcoming life's inevitable obstacle. 1st ed.* New York: Broadway Books.
11. Roellyana, S., & Listiyandini, R. A. (2016). Peranan optimisme terhadap resiliensi akademik pada mahasiswa tingkat akhir yang mengerjakan skripsi. *Prosiding Konferensi Nasional Peneliti Muda Psikologi Indonesia*, *1*(1), 29-37.
12. Rojas, L. (2015). Factors affecting academic resilience in middle school students : A case study. *Gist Education And Learningresearch Journal*, 11(11), 63– 78.
13. Sugiyono, (2010). *Statistik untuk Pendidikan*, Bandung: Alfabeta.
14. Sugiyono. (2016). *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta.
15. Sumadi Suryabrata, (2000). *Metode Penelitian,* Jakarta: Rajawali.
16. S Margaretha, (2008). *Dampak Buruk Kecanduan Bermain Game online,* Jakarta: Bahana.
17. Suyanto, (2004). Analisis dan Desain Aplikasi Multimedia untuk Pemasaran, Yogyakarta: Andi Offset.
18. Syaiful Bahri Djamarah, (2001). *Hasil Belajar Mengajar*, Jakarta: Rineka Cipta.
19. Syekh Muhammad Al-Munajjid, (2016). *Bahaya Game*, Jakarta: Aqwam Medika.
20. Zimmerman, E; Salen, K. (2004). *Rules of Play: Game Design Fundamentals*, MIT Press.