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The Relationship Between Online Game Addiction And Parent Education Level With The Interest Of Learning Islamic Religious Education In Students At SMK Muhammadiyah 2 Sleman Yogyakarta

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Abstract

Keywords:

Online Game
Addiction;
Educational
Background
of Parents;
Learning
Interest of
Islamic
Education .

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This study aims to determine the relationship between online game addiction and parents' educational background with interest in learning Islamic religious education in students of SMK Muhammadiyah 2 Sleman. The current globalization in the world of technology, especially online games, which spreads among children and adolescents, is one of society's problems. The dependence on playing online games which is decreased the interest in learning, especially in the field of Islamic education. The problem above becomes the problem formulation that will be studied in this study related to how the relationship between online games and the educational background of parents with interest in learning Islamic education in children of SMK Muhammadiyah 2 Sleman. The analysis technique used to determine the relationship between the variables of online game addiction and the parents' background with the student's PAI learning interest variable used the product-moment correlation technique with SPSS software version 23. Based on the results of data analysis, it can be seen that the significance is more than 0.05, it is 0.850. Meanwhile, according to r table, the value of 0.05 is 0.2787. This means that there is a relationship between student interest in learning and addiction to online games. The result of the relationship coefficient or r count is 0.028, indicating a small or weak contribution from online game addiction to interest in learning, namely 28 percent. The study also found that most of the parents' education was high school (SMA) graduates and did not contribute much to increasing student interest in learning.

37strak:

Kata Kunci:

Kecanduan Game
online; latar Belakang
Pendidikan orang tua ;
Minat Belajar PAI .

Penelitian ini bertujuan untuk mengetahui Hubungan antara kecanduan game online dan latar belakang pendidikan orang tua dengan minat belajar pendidikan agama islam pada siswa SMK Muhammadiyah 2 Sleman. Game online yang merebak di kalangan anak dan remaja menjadi salah satu persoalan dalam masyarakat terkait persoalan minat belajar yang menurun khususnya dalam bidang PAI. Sementara salah satu peran pendidikan PAI adalah

sebagai filter untuk membentuk generasi yang baik dalam kehidupan masyarakat. Adanya fenomena persoalan diatas menjadi rumusan permasalahan yang akan dikaji dalam penelitian ini terkait bagaimana hubungan game online dan latar belakang pendidikan orang tua dengan minat belajar PAI pada anak anak SMK Muhammadiyah 2 Sleman. Teknik analisis yang digunakan untuk mengetahui hubungan antara variabel kecanduan game online dan latar belakang orang tua dengan variabel minat belajar PAI siswa, digunakan teknik korelasi product moment dengan bantuan Software SPSS versi 23. Berdasarkan hasil analisis data dapat dilihat bahwa signifikansinya lebih dari 0.05 yakni 0.850. Sementara menurut r tabel signifikansi 0.05 adalah 0.2787. Hasil koefisiensi hubungan atau r hitung yakni 0.028, dimana ini menunjukkan bahwa ada sumbangan yang sedikit atau lemah dari kecanduan game online terhadap minat belajar yaitu 28 persen

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1. Introduction

Education is an inseparable part of human life. Education as a need, social function, enlightenment, guidance, a means of growth prepares and opens up and shapes life's discipline. This brings the understanding that no matter how simple a human community is, it will need education. In a general sense, the community's life will be determined by the educational activities in it because education is naturally a necessity of human life¹.

Religious education is the primary education given to children because it will make children always in the way of goodness and bring children to know their God. Islamic Religious Education can be interpreted as a planned program in preparing students to recognize, understand, live, and believe in the teachings of Islam and are followed by guidance to respect adherents of other religions about harmony between religious communities to create national unity and unity². One of Islamic Religious Education's functions is to ward off negative things in the child's environment or other cultures that can endanger him and hinder development³.

Islamic religious education carried out on children will provide a good understanding of religion and make children able to adapt to their environment, both the physical environment and the social environment⁴. The climate in which children develop is more or less influenced by the times. Times change rapidly, and technology develops very rapidly; children and adolescents are at the age of

¹ Muhammad Alim, *Pendidikan Agama Islam: Upaya Pembentukan Pemikiran Dan Kepribadian Muslim* (Bandung: PT Rineka Rosdakarya, 2006).

² Hanif Cahyo Adi Kistoro et al., "Teacher's Experiences in Character Education for Autistic Children," *International Journal of Evaluation and Research in Education* 10, no. 1 (2021): 65–77, <https://doi.org/10.11591/ijere.v10i1.20743>.

³ Ubabuddin Din Hafid, "Konsep Pendidikan Karakter Perspektif Islam," *Ta'dib: Jurnal Pendidikan Islam* 7, no. 1 (2018): 93–98, <https://doi.org/10.29313/tjpi.v7i1.3428>.

⁴ Eva Latipah, Hanif Cahyo Adi Kistoro, and Imaniyah Khairunnisa, "Scientific Attitudes in Islamic Education Learning: Relationship and the Role of Self-Efficacy and Social Support," *Edukasia: Jurnal Penelitian Pendidikan Islam* 15, no. 1 (2020): 37, <https://doi.org/10.21043/edukasia.v15i1.7364>.

looking to be themselves, and adolescents spend most of their time trying everything⁵. Technology experts use this situation to develop various types of games. Games or games currently being developed by technology experts are online games that can be accessed via the internet, called online games.

Online games are electronic games over the internet that can be played by users in different places simultaneously with the same game. The behavior of playing online games is one of the exciting phenomena among children and adolescents because online games have become a new thing that is in great demand by all groups where a person no longer plays alone but can play with dozens of people at once in different places. Unfortunately, online games that steal a lot of attention and are widely played by children and teenagers today have almost no positive pedagogical value. At a still developing age, many children and adolescents are already holding gadgets and playing online games whose content is entirely inappropriate for their age. This phenomenon is no longer taboo to be seen. However, all phenomena that arise will not be separated from the opposing side and the positive side. This depends on how to behave a user. The negative side can be felt when users use or do something excessively, such as excessive use of online games, which will hurt users.

Several things are dangerous in online games, namely that online games are addictive or addictive. School-age children are willing to spend a lot of time in front of a PC, computer, or gadget screen just to play online games and sacrifice their learning time. Children who play online games excessively and become addicted will hurt psychological aspects and will have a negative influence on their personal and social development. Children and adolescents are more vulnerable to the use of online games than adults. Children addicted to games can continue until they are in their late teens and even into adulthood if it is not handled correctly.

One of the effects of online game addiction is on psychological aspects such as low interest in learning, including interest in learning Islamic education. To overcome online game addiction, many ways can be done. This is where Islamic Religious Education is a filter to prevent bad things that will happen to children caused by excessive online games. Therefore, children must first like Islamic Religious Education lessons. If the child already likes the study, the great interest in playing online games can be diverted to a positive good, namely learning Islamic Religious Education material. In Islamic Religious Education lessons, children are taught something that can strengthen their faith and are trained to live in social life in real life. In the process of growth and development, each individual cannot stand alone but needs other individuals' help. During its development, children must know that human life is not alone; they must help and be helped, give and be given, and so on⁶. Children must also understand that learning is essential for their future, mainly Islamic Religious Education, because religion must be a solid foundation in a person.

The interest in learning Islamic education is determined by many factors, one of which is determined by the parents' educational background. Parents have the role of directing the education provided to children. Parents whose children are enrolled in Muhammadiyah schools have an awareness of religion's importance

⁵ Eva Latipah, Hanif Cahyo Adi Kistoro, and Himawan Putranta, "How Are the Pa⁵⁹ is Involvement, Peers and Agreeableness Personality of Lecturers Related to Self-⁴³ted Learning?," *European Journal of Educational Research* 10, no. 1 (2021): 413–240 <https://doi.org/10.12973/EU-JER.10.1.413>.

⁶ Enung Fatimah, *Psikologi Perkembangan (Perkembangan Peserta Didik)* (Bandung: Pustaka Setia, 2011).

as the foundation of life. The observations show that parents who have higher education levels support their children to learn religion better.

Based on the background of the problem described above, the problems can be formulated:

1. Is there a relationship between online game addiction and interest in learning Islamic Religious Education?

2. How does the role of parents who have a specific educational background encourage children's interest in learning in Islamic Religious Education?.

According to KBBI, addiction is the infestation of a hobby (to the point of forgetting other things) very fond or fond⁷. Addiction is defined as something related to addictive substances (alcohol, tobacco, and drugs) that enter through the blood and then go to the brain, changing the chemical composition in the brain. The term addiction develops along with the development of people's lives so that the term addiction is not permanently attached to drugs. Still, it can also be attached to an activity or a specific thing that can make a person experience physical or psychological dependence. The word addiction (addiction) is familiar in the clinical world. This word is defined with an exaggerated behavior⁸.

The concept of addiction can be applied to a wide range of behaviors, including addiction to online games. Someone who experiences addiction will feel punished if he does not make his habit. Technological addiction is operationally defined as a behavioral addiction that involves excessive interactions between humans and machines, which can make them passive in interacting with fellow humans.

In the Draft Regulation of the Minister of Communication and Informatics of the Republic of Indonesia concerning Classification of Electronic Interactive Games in CHAPTER, I Article 1 explains that interactive electronic games are activities that allow feedback and have characteristics at least in the form of objectives and electronic-based rules in the form of applications. Software.

Online games are electronic games over the internet that can be played by users in different places simultaneously with the same game. This game is viral among children and adolescents who use gadgets and the internet. Online games contain exciting features in terms of images and animations that encourage children to play these games continuously and make game managers get huge profits regardless of positive or negative impacts on children's development.

The allure of online games is also its nature that allows players to become different individuals in the real world. Various games are also offered through popular sites, such as Facebook, some of which don't even need to be installed on a computer. Another attraction of online games that has the potential to ensnare players to become addicts is that players can change themselves and choose certain characters that are different from the original characters in certain games, such as in the game Perfect World⁹.

Online game addiction is the desire to play online games excessively so that it can interfere with activities or activities that are usually carried out daily. Its users find it difficult to break away from these habits; it can even be that the intensity of its use increases from day today.

⁷ Suharso and Ana Retnoningsih, *Kamus Besar Bahasa Indonesia* (Semarang: CV. Widyakarya, 2011).

⁸ Purnomo Anggit, "Hubungan Antara Kecanduan Gadget (Mobile Phone) Dengan Empati Pada Mahasiswa" (Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2014).

⁹ Syahril Marzuki, Hanif Cahyo Adi Kistoro, and Sutipyo Ruiya, "Kedisiplinan Shalat Siswa Di Smk Muhammadiyah 2 Sleman Ditinjau Dari Pengaruh Penggunaan Gadget," *TARBIYATUNA: Kajian Pendidikan Islam* 5 (2021): 27–39.

There are six aspects of addiction¹⁰, namely:

1) Salience (Typical Characteristics)

This salient characteristic occurs when an activity becomes the essential thing in a person's life, dominating his thoughts (cognitive impairment), feelings (feeling very much), and behavior (regression in social behavior). For example: when someone is not playing an online game, they will keep thinking about it.

2) Mood Modification

It refers to the subjective experiences of people engaging in certain activities to which they are addicted. Usually, the behavior of an addicted person will feel happy, making his habit when he is under pressure or stress. For example, game addicts will use the game as a tool to escape from their problems.

3) Tolerance (Durability of Use)

This is the process of increasing the number of user activities. Satisfaction will be obtained continuously even though the usage increases (there is no feeling of boredom in using).

4) Withdrawal Symptoms

Feelings of displeasure when reduced activity and will affect physically and psychologically, such as dizziness and irritability.

5) Conflict (Dispute)

This refers to the conflict between the addict and the surrounding environment (interpersonal conflict) and conflict within himself (feeling less in control).

6) Relapse (Relapse)

This is a condition where the behavior reappears after a long period of detention.

So someone can be said to be addicted if that person does an activity or activity continuously and excessively so that it can interfere with or hinder other activities such as playing online games so that they do not want to learn and result in decreased grades, forget to eat, forget to pray and help parents, etc.

From the description above, it can be concluded that there are six aspects of online game addiction, namely salience (a characteristic that stands out when a person has prioritized online games above all else or online games as a top priority), Mood Modification (mood modification), Tolerance (Endurance of Use), Withdrawal Symptoms (Symptoms of withdrawal from the environment caused by online games), Conflict (Disputes with the social environment), and Relapse (Relapse when trying to quit). Factors Affecting Online Game Addiction

According to Yee, quoted by Laili¹¹, the internal factors that influence online game addiction in children are:

1) Relationship, based on the desire to interact with games and the willingness of someone to make relationships that have been supported since the beginning, and which approach problems and issues that exist in real life.

2) Manipulation, based on players who make other players as objects and manipulate them for self-satisfaction and wealth. Players who are based on this factor are very happy to cheat, mock, and dominate other players.

3) Immersion, based on players who like being other people. They are happy with the "imaginary world" storylines by creating characters that fit the historical stories and traditions of that "world."

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¹⁰ Mark Griffiths, "Does Internet and Computer 'addiction' Exist? Some Case Study Evidence," *Cyberpsychology and Behavior* 3, no. 2 (2000): 211–18, <https://doi.org/10.1089/1094-83100316067>.

¹¹ Laily Faridatun Nikmah, "Hubungan Antara Kecanduan Game Online Dengan Motivasi Belajar Pada Siswa Laki-Laki Kelas Vii Smpn 13 Malang" (Universitas Islam Negeri Maulana Malik Ibrahim, 2015).

4) Escapism, based on players who like to play in cyberspace only temporarily to avoid, forget and get away from stress and problems in real life.

5) Achievement, based on the desire to be strong in the virtual world through the achievement of goals and the accumulation of items that are symbols of power.

While external factors that can cause children to be addicted to online games are:

1) Less optimal communication between children and family members, especially parents. Most of this is because children do not have good communication channels to complain about from their families. This is proven by many children who play online games because children feel there is no interaction from their parents, so they look for activities that can make them happy.

2) lack of parental supervision of children¹². This, of course, makes the child want to do activities on his own because there is no guidance from parents. Children will act according to their wishes without being controlled by their parents, which causes them to fall into negative and detrimental things.

3) Parenting mistakes from parents to children¹³. Too pampering, liberating, restrain, suspicious, and silent children are things that are very vital to children. This needs to be understood by parents so that their children do not find comfort for themselves with negative things and not valid for them.

Interest is a feeling of preference or attachment to something or activity without being asked¹⁴. Interest is one of the internal factors between the factors that affect student learning which is included in the psychological aspect. Apart from interests, those who influence the psychological aspects are intelligence, attitudes, talents, and motivation.

Interest simply means a tendency and strong desire or desire for something. Interest, as understood by people so far, can affect the quality of student learning outcomes in specific fields of study¹⁵.

Based on the above understanding, it can be concluded that interest in learning will affect student participation in education. When a student is passionate about something automatically, he will focus his attention more intensively.

From the description of the above understanding, the interest in learning Islamic Religious Education can be interpreted as the full involvement of a person with all his thoughts with full attention to obtain and achieve knowledge of Islamic Religious Education both at school and at home.

According to Bimo Walgito¹⁶, there are three components of interest in learning, namely:

¹² Eva Latipah, Hanif Cahyo Adi Kistoro, and H³⁴awan Putranta, "The Effects of Positive Parenting toward Intolerance in Pre-School Children," *International Journal of Early Childhood Special Education* 12, no. 2 (2020): 137–46, <https://doi.org/10.9756/INT-JECSE/V12I2.201065>.

¹³ Hanif Cahyo Adi Kistoro, "Perbedaan Tingkat Agresivitas Pada ⁵⁶wa Smu Muhi Yogyakarta Berda⁴⁴ Pola Asuh Dan Jenis Pekerjaan Orang Tua," *Al-Misbah (Jurnal Islamic Studies)* 1, no. 1 (2013): 1–15, <https://doi.org/10.26555/almisbah.v1i1.82>.

¹⁴ Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: PT Remaja Rosdakarya, 2011).

¹⁵ Ricardo Ricardo and Rini Intansari Meilani, "Impak Minat Dan Motivasi ⁵Belajar Terhadap Hasil Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (2017): 79, <https://doi.org/10.17509/jpm.v2i2.8108>.

¹⁶ Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi Offset, 2004).

1) Tendency, namely whether children often learn or not. Children with high interest in learning can be seen in the indicators of high learning frequency as well.

2) Interest in learning. His attention will be focused and focused on education.

3) Feelings of pleasure; children interested in the lesson will be seen if there is a feeling of satisfaction when learning occurs.

Therefore, children's learning interest can be measured from these three things, namely the high frequency of learning, interest in education, and feelings of pleasure when participating in learning.

There are several factors that underlie the emergence of interest in learning in children, namely internal factors (factors within the child) and external factors (factors from outside the child). Internal factors that affect children's interest in learning are:

1) Ideals

Ideals affect students' interest in learning, and it can even be said that ideas are a form of someone's interest.

2) Talent

Talent is something that has a significant influence on the learning process and outcomes. Therefore, talent is one of the factors that influence someone's interest in learning. If a person already has talent in a particular field, then indirectly, he will have an interest in that field.

The external factors that affect interest in learning are:

1) Learning Materials and Teacher Attitudes

Factors that can arouse and stimulate interest are the subject matter factors that will be taught to students. If the learning material attracts students' interest, the lesson will often be studied by students. The teacher is also one of the factors that can arouse children's interest in learning. According to Kurt Singer, "A teacher who succeeds in fostering a student's willingness to learn means that he has done the most important things that can be done for the benefit of his students"¹⁷.

2) Family

Parents are the closest to the family. Family is very influential in determining children's interest in learning. One that plays a role is parental education. The higher the level of education of parents will encourage children to prioritize and prioritize learning. School is a priority for providing future children with the abilities they have from school.

3) Friends

Through association, a person will be influenced by his friends' direction, especially his close friends.

4) Environment

Through association, someone will be influenced by his interest. This is confirmed by the opinion expressed by Crow & Crow¹⁸ that "interest can be obtained from later as from their experiences from the environment in which they live." The environment plays a significant role in the growth and development of children.

¹⁷ Kurt Singer, *Membina Hasrat Belajar Di Sekolah* (Bandung: PT Remaja Rosdakarya, 2003).

¹⁸ Vittorio Baglione et al., "History, Environment and Social Behaviour: Experimentally Induced Cooperative Breeding in the Carrion Crow," *Proceedings of the Royal Society Biological Sciences* 269, no. 1497 (2002): 1247–51, <https://doi.org/10.1098/rspb.2002.2016>.

From the description above, it can be concluded that the factors that influence interest in learning are motivation, talents, interests, learning materials and teachers, family, friends, and the environment.

Islamic religious education is physical and spiritual guidance based on Islamic ¹⁹ values towards forming the primary personality according to Islamic standards¹⁹. Islamic Religious Education is a conscious and planned effort to prepare children to believe, understand, appreciate, and practice Islam's teachings through guidance, teaching, and or training activities. Islamic Religious Education is not just cognitive learning, but affective and psychomotor learning, which deals with regulating the relationship between a creature and its God in the Al-Qur'an and Hadith. Islamic Religious Education also governs the relationship between fellow humans. Because of its very strategic position, Islamic Religious Education must receive serious attention. If children are Muslim, they should have a deep awareness and enthusiasm for carrying out learning and studying Islamic teaching²⁰.

So the Learning of Islamic Religious Education (PAI) has a goal that is in line with the life goal, namely to create individuals as pious servants of Allah and can achieve a happy life in the world and the hereafter.

Interest is a feeling of preference²⁵ attachment to something or activity without being told. Interest in learning is a tendency and high enthusiasm or a great desire to learn. In the learning process, interest is needed because someone who has no interest in education will not have the motivation to learn.

Online game addiction is the desire to play online games excessively to interfere with daily activities or activities. The average duration for playing games is no more than 2 per day or no more than 14 hours per week²¹. If a child plays online games for more than 2 hours per day or 14 hours per week, then chances are he has become addicted so that he will find it difficult to break away from his habit of playing games, which of course can interfere with all activities that should be done as a schoolchild, namely learning.

Children who are addicted to online games do not have a high tendency to learn. His interest in learning will be defeated by his interest in playing online games. The increased usage power and the increasing number of activities using online games will trigger children to become lazy to learn²².

Also, children who are addicted to online games tend not to be interested in learning because their attention will be focused only on the games they always play. The online game will dominate his thoughts, feelings, and behavior.

¹⁹ Siti Arofah and Maarif Jamu'in, "Gagasan Dasar Dan Pemikiran Pendidikan Pendidikan Islam K.H Ahmad Dahlan," *Tajdid: Jurn⁵⁷ Pemikiran Dan Gerakan Muhammadiyah* 13, no. 2 (2015): 114–24, <http://journals.ums.ac.id/index.php/tajdida/article/view/1889>. ¹⁴

²⁰ Hanif Cahyo Adi Kistoro, "Kecerdasan Emosional Dalam Pendidikan Islam," *Jurnal Pendidikan Agama Islam* 11, no. 1 (2017): 1–18, <https://doi.org/10.14421/jpai.2014.111-01>. ¹²

²¹ Fatmawati, "Hubungan Permainan Video Games (Playstation) Dengan Perilaku Agresif Anak Dan Remaja Di Area Terminal Kabupaten Bulukumba," *Journal Of Islamic Nursing* 2, no. 2 (2017): 20–29. ²³

²² Anik Rahmawati, Etty Soesilowati, and Tjaturahono Budi Sanjoto, "Adolescent Lifestyle of Gad³⁹ Users in Kudus City," *Journal of Educational Social Studies* 7, no. 1 (2018): 52–60, <https://journal.unnes.ac.id/sju/index.php/jess/article/view/22502>.

Development of Children Ages 6-12 Years

Development can be defined as "a process towards a more perfect and irreparable direction. Development refers to changes that are permanent and irreversible." Development can also be interpreted as "a permanent and constant process towards an organization at a higher level of integration, based on growth, maturation, and learning"²³.

The age of 6-12 years old is the primary school age. In the psychology of children aged 6-12 years enter the final stage of childhood (late childhood). Late childhood lasts from six years of age until the individual becomes sexually mature (Hurlock 1980). Children can think logically about objects and events, although they are still limited to tangible things, can be described, or have experienced²⁴.

The tasks of child development (6-12 years) are as follows:

a. Learn physical dexterity. The task's essence is to learn physical skills and skills necessary for games and other physical activities. For example, running, jumping, throwing, receiving, kicking, hitting, swimming, and agility using simple tools: wood, bat, jumping rope, small ball, and so on.

b. Learn to be correct. They are forming a good attitude towards oneself as a biosocial being that grows and develops both physically and spiritually in community culture. The essence of their duties is that children are trained to maintain good hygiene and health and safety and reality, including physical and spiritual normalcy, the ability to use body energy, and appropriate attitudes towards other types, sex.

c. Learn to get along with peers. The essence of the task is to study the attitude of giving and receiving (give and take) in the social life of children of the same age. Also, children must learn to befriend opponents and develop a sociable personality.

d. Studying social roles as sons or daughters, studying and finding the social status of children. The essence of his job is to learn how to be a son or daughter, to learn feelings that are expected and respected.

e. Learn basic knowledge and skills. Develop basic skills in primary school education, including reading, writing, arithmetic, and acting. The essence of the task is to study elementary school subjects according to society's needs and the times.

f. Learn the norms of everyday life. Develop basic understandings for daily life in accordance with the culture of the people. The essence of his job is to get a general knowledge of elements to think effectively as a young citizen.

g. Learn the heart. Develop conscience, morals, and values of human life. The task's essence is to train to develop inner morals, respect, and implementation of the state of moral rules as a prelude to recognizing and implementing rational moral norms.

h. Learn to be independent. Achieve personal independence, independence of others. For example, starting to do easy work on your own (showering yourself, eating by yourself, wearing your clothes, etc.). The essence of his job is to strive to become an autonomous person, capable of making plans and implementing them, so that later he can stand on his own, apart from his parents.

²³ Renate M. Houts et al., "The Challenging Pupil in the Classroom: The Effect of the Child on the Teacher," *Psychological Science* 21, no. 12 (2010): 1802–10, <https://doi.org/10.1177/0956797610388047>.

²⁴ Fatimah, *Psikologi Perkembangan (Perkembangan Peserta Didik)*.

i. Learn to be social. Develop social attitudes towards social institutions and groups. The task's essence is to train the inculcation of rational and democratic social traits²⁵.

The end of childhood is often called the age of play by psychologists. This period is called the playing age because of the breadth of interest and play activities, not because of the large amount of time spent playing. Playing is the most appropriate way to develop children's abilities. Through play, children can get to know new things and practice skills from them. However, playing must also be adapted to the child's age because not all games are suitable for children to play.

Based on the theoretical basis above, the first hypothesis (H0) is formulated, namely that there is a negative relationship between online game addiction and the interest in learning PAI. The lower the level of online game addiction, the higher the interest in learning PAI'. While at the level of education, the qualitative results will be seen where parents with higher education have a role in increasing students' interest in learning Islamic Education.

2. Methods

Types of research

This research uses mixed methods, where research combines quantitative and qualitative research types²⁶. The kind of approach carried out is sequential explanatory, starting from quantitative research steps followed by qualitative research²⁷.

Research variable

The variables in this study consisted of independent variables and dependent variables. The independent variable is an addiction to online games, and the dependent variable is the interest in learning Islamic education. PAI learning interest is a child's interest in learning Islamic Education by referring to three aspects, namely the frequency of learning, interest in learning, and feelings of pleasure when participating in learning. The addiction to online games is the desire to play online games excessively so that it can interfere with learning PAI, and it is difficult for children to break away from these habits. Even so, the intensity of their use increases from day today. Online game addiction refers to six aspects: salience (a characteristic that stands out when a person has prioritized online games over everything or online games as a top priority), mood modification, tolerance, withdrawal symptoms. Withdrawal from the environment due to online games), conflict (disputes with the social environment), and relapse (relapse when trying to quit).

Research subject

The subjects in this study were students of the Vocational High School Muhammadiyah 2 Sleman Yogyakarta considering that based on the observations of Vocational School students, it seems that addiction to online games has begun. Given the large population in this study, the researchers took 48 samples of class X majoring in light vehicle engineering (TKR). Sampling in this study was carried out using the Proportionate Stratified Random sampling

²⁵ Ki Fudyartanta, *Psikologi Perkembangan* (Yogyakarta: Pustaka Pelajar, 2011).

²⁶ Dm. Martens, *Research And Evaluation In Educational And Psychology*, 4th ed. (United States: Sage Publications, 2015).

²⁷ Yanyi K. Djamba and W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, *Teaching Sociology*, vol. 30, 2002, <https://doi.org/10.2307/3211488>.

technique, where the sampling or data source has elements that are not homogeneous and proportionally stratified²⁸. the reason for using this technique is because it is known precisely how many students have gadgets. So that all students who have devices become research samples. Researchers took samples in class X TKR SMK Muhammadiyah 2 Sleman because almost all students in this class have gadgets.

Research Instruments

A research instrument is a tool for researchers in collecting data²⁹. There are two instruments used in this study, namely the online game addiction scale and the PAI learning interest scale. Meanwhile, to reveal the educational background using interview instruments.

a. The online game addiction scale was used to reveal online game addiction in students of S⁴⁶ Muhammadiyah 2 Sleman. This is expressed by referring to six aspects: salience, mood modification, withdrawal symptoms, tolerance, conflict, and relapse. The higher the subject score, the higher the level of online game addiction. Conversely, the lower the subject's score, the lower the level of online game addiction.

b. PAI learning interest scale. The scale of interest in learning Islamic education is an instrument used to reveal the interest in learning Islamic education. This is indicated by referring to three aspects: the tendency to learn Islamic education, interest in learning Islamic education, and enjoyment in learning Islamic education. The higher the subject score, the higher the interest in learning Islamic Education. Conversely, the lower the subject's score, the lower the level of interest in learning Islamic Islamic education of the issue.

3. Result and Discussion

The results showed that based on the product-moment correlation prerequisite test, the normality and linearity test were carried out.

Data Normality Test

Data must be normally distributed to be able to do Product Moment correlation.

3.1. Tables *Arial, Italic, 11pt*

All tables for submitting manuscript should be numbered with Arabic numerals and this tables can be edit and not as images. Every table should have a caption. Headings should be placed above tables, centered. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table, and immediately above and below the table. Tables must be embedded into the text and not supplied separately. If the table get on other sources, write the name of source below the table, left justified. Below is an example which the authors may find useful.

²⁸ Dinesh Jajoo and Sandeep Kumar Malu, "Resarch Methodology," *A Study of Buying*
²⁹ *cision Process in Malls*, 2014, 49–64,
http://shodhganga.inflibnet.ac.in/bitstream/10603/97412/5/chapter_3.pdf.

²⁹ John Creswell and Cheryl Poth, *Qualitative Inquiry & Research Design, Ch⁵²ing*
Among Five Approaches, Fourth Edi (London: Sage Publicatons, 2018),
<https://doi.org/10.1017/CBO9781107415324.004>.

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Table 1. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Minat	.097	48	.200*	.973	48	.325
Game Online	.122	48	.073	.968	48	.219
*. This is a lower bound of true significance.						
a. Lilliefors Significance Correction						

The Shapiro Wilk Probability Normality Test was used because the sample was 48 respondents or less than 50.

The normality test results above obtained the Shapiro-Wilk significance value, namely the interest variable of 0.325 and the online game variable of 0.219. number sig. Shapiro-Wilk is higher than the significance level of 5% (0.05) or sig> 0.05. This shows that the data for the two variables are normally distributed.

50 **Data linearity test**

There is a linearity relationship between the dependent and independent variables.

Table 2. Linearity test

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ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Game Online * Minat	(Combined)		69.362	12	5.780	.897	.559
	Between Groups	Linearity	.232	1	.232	.036	.851
		Deviation from Linearity	69.131	11	6.285	.975	.486
		Within Groups	225.617	35	6.446		
		Total	294.979	47			

There is a linear relationship between the interest variable and the primary online game addiction variable, which can be seen from the table above by looking at the significance and comparing the calculated f value and f table. The results above indicate that the importance is 0.851 or more than 0.05, and the calculated f value is 2.074 smaller than the f table, which is 6.285. This shows that there is a linear relationship between student interest in learning and online game addiction.

After the prerequisite test, I followed by testing the research hypothesis. Research Hypothesis Test to determine the research hypothesis based on two criteria, namely the significance and comparison between r count and r table.

Table 3. Hypothesis testing

Correlations

		Minat	Game Online
Minat	Pearson Correlation	1	.028
	Sig. (2-tailed)		.850
	N	48	48
Game Online	Pearson Correlation	.028	1
	Sig. (2-tailed)	.850	
	N	48	48

From the table above, it can be seen that the significance is more than 0.05, which is 0.850, and for r count is 0.028 while the r table with the respondent is 48 and the importance is 0.05 is 0.2787. This means that there is a negative relationship between student interest in learning and addiction to online games⁴⁵

Based on the r-value of the table above, the criteria for the strength of the relationship between the independent variable and the dependent variable can be determined, namely, referring to table 4 below.

Table 4 Relationship Criteria

Nilai r	Interpretation
0	No connection
0.01-0.20	Very Weak
0.21-0.40	Relationship Weak
0.41-0.60	Relationship Strong Enough
0.61-0.80	Relationship Strong Relationship
0.81-0.99	Powerful relationship
1	Perfect relationship

Based on the assessment criteria above, it can be seen that the r table above, namely 0.028, indicates a relationship between the two variables even though they are in very weak criteria. This can be interpreted as a relationship between the independent variables, namely addiction to online games and interest in learning, where the higher the addiction to online games, the lower the interest in education. Although online games' contribution to the subject is only 28 percent, it remains in the weak category.

Qualitatively, based on interviews with parents of students, it is known that on average, the majority of students' parents' educational background is high school. A small proportion is university graduates, and some are elementary school graduates. This turned out to have a relationship where the parents of students who were on average high school did not have many contributions to learning, where parents allowed students to study independently and did not provide intense motivation to learn.

4. ⁴¹Conclusion ²⁴

Based on the results of data analysis, it can be concluded that there is a significant relationship between online game addiction and the level of parental education with students' interest in learning Islamic religious education (PAI) at SMK Muhammadiyah 2 Sleman. The contribution of influence is 28 per cent based on the correlation value (r). this contribution is included at the moderate level. However, this could be due to other factors such as a limited number of subjects and other factors not studied.

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