Analysis of the Impact of Online Games on Time Management at Junior High School Negeri 2 Tanjung

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Abstract

This study aims to analyze the impact of playing online games on student time management at Junior High School Negeri 2 Tanjung. The research method used is quantitative descriptive. Meanwhile, the sampling technique applied in this study was 50% random sampling, which was 60 students. The results of the research in this journal are analysis of the impact of online games and time management of the two indicators after going through the recategorization test included in the category of enough with it can be concluded that the impact of online games shows a percentage of 56%, which means that more than half of the respondents are aware of the negative effects of online gaming activities. Meanwhile, in time management, a percentage of 52% was obtained, indicating that the majority of students experienced negative changes or challenges in managing time due to playing online games. This indicates that online games not only affect students' behavior, but also impact their ability to manage time effectively.

How to Cite

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INTRODUCTION

Online games or online games are a type of game that is played over the internet. One of the advantages of online gaming is its ability to connect players from different parts of the world, allowing them to interact and communicate with each other through chat media (Adiningtiyas, 2017). The advancement and sophistication of internet technology today has given birth to millions of games produced (Cahaya Snindya Putri et al., 2021). The development of information technology has drastically changed many aspects of life, including the education sector. The phenomenon that is happening today is online games which have become a favorite activity among young people, especially among junior high school students. Online games have significant differences compared to other types of games. In online games, players can not only play with the people around them, but can also interact and compete with players from a variety of different locations (Nahari, 2021).

According to Janttaka & Juniarta (2020) online games are a type of game by presenting various excitement that can cause addiction to continue playing, besides that players will forget about time This often happens because many players play online games in their daily lives to overcome boredom (Aprilianto et al., 2020).

According to Subandi et al (2022) online gaming is an addictive challenge for players, where they are constantly striving to improve their rankings and achieve the best positions. Online games not only provide entertainment, but also offer challenges, competitions, and interesting social aspects for their users. Deep interest often leaves players complacent, so they forget about time and have difficulty managing the duration of their games. Teenagers who overdo play online games will always have a hard time dividing their playing time. As a result, they begin to neglect real life and the responsibilities that come with it (Novrialdy, 2019). If it has become a habit, it will be very difficult to stop it. The negative impact of playing games is the tendency to forget about other activities, because they are too focused and engrossed in playing (Hafifah et al., 2022).

Online gaming activities usually start after the kids get home from school. According to information provided by one of the parents, their children often just eat, change clothes, and immediately head to the headquarters to play online games. The games they choose can have both positive and negative impacts on their lives (Halijah et al., 2023).

However, student participation in online games also presents various difficulties, especially those related to time management. One of the challenges faced by some students is the difficulty of time management for learning activities. Often, the problem of lack of time is used as an excuse for unfinished tasks. However, in fact, they rarely show regularity and discipline in making optimal use of time (Juliasari & Kusmanto, 2016).

In addition, another adverse effect is addictive for the players, which is seen in their daily routines which can be unproductive between 3 to 5 hours each day. The impact can affect students' academic achievement. Teens who overplay online games will lose time to socialize and time to study. According to Novrialdy (2019) teens tend to be more frequent and more prone to online gaming addiction compared to adults.

If this situation continues for a long time, as a result, adolescents will stay away from social interactions, become less sensitive to their surroundings, and develop character, which means a lack of adaptability to their social environment (Azwar & Mailindawati, 2020).

Junior High School Negeri 2 Tanjung is also one of the junior high schools affected by this phenomenon. The problems that arise in the field are not a few students who prefer to spend time playing online games instead of focusing on learning activities. The impact of this habit can be seen from the fact that many students lack focus, and often feel sleepy during class hours. In addition, there are also those who forget to do homework, to a decrease in academic achievement, and also do not take advantage of free time by studying. Some students often neglect the study time they should have used to prepare for exams or complete assignments, because they are more focused on the online games being played. This problem is increasingly complex due to students' lack of understanding of effective time management. Many students are not able to manage their time to play games and study time, even though study time should be their priority.

Research conducted Syahril Ramadhan & Hadikusuma Ramadan (2023) revealed that after students get home from school, often they just change clothes and eat before getting together with friends to play online games. Sometimes, they neglect school assignments that must be done. Also, there are times when they go straight to playing online games without having time to change clothes after coming home. They often steal time, even hiding their cellphones so they could take them to school and promising to play

together. Students who have an addiction to playing online games often forget time, neglect learning activities, and responsibilities that should be fulfilled. This addiction makes them indifferent to the surrounding environment and lose interest in the learning process.

This research is an update of previous research conducted by Handayani et al (2022) namely the impact of online games on student time management at Junior High School Negeri 2 Tompobulu, Gowa Regency. Methods used In previous research, it was a qualitative approach. However, this study uses a quantitative approach to update and expand on the findings that have existed before. The quantitative research methods used allow the collection of large amounts of data that can be analyzed statistically well.

Therefore, it is important to conduct an in-depth analysis of the impact of online games on student time management in this school. The purpose of this study is to identify how online games can affect the division of time between academic and non-academic activities carried out by students.

METHODS

This study uses a quantitative approach, using a descriptive type of research. According to Hikmawati (2017) the quantitative research method is an approach to analyzing data using quantitative descriptive analysis techniques. The main principle is to turn the results of the research into a description in the form of numbers, so that it is easier to understand. One example is the presentation of data in the form of percentages. This population includes all 9th grade students at Junior High School Negeri 2 Tanjung.

Data was collected using an instrument in the form of a questionnaire that had passed the validity and reliability test. This questionnaire includes a number of written questions that need to be answered by respondents in writing.

The sampling technique applied in this study is 50% random sampling, which is 60 students who will be respondents. According to Sugiyono (2015) states that random sampling is a technique for random sampling from members of the population. This sample was taken randomly from all 9th grades at Junior High School Negeri 2 Tanjung. The sample represents the characteristics of the population as a whole. According to Soenarto (in Susanti, 2019) a sample is a population group that is selected through a certain means that will represent the whole. The total number of students who are part of the population is 120 people, who are from grades 9A, 9B, 9C, and 9D.

According to Sugiyono (2011) measurement results especially in quantitative research can be categorized into five categories to facilitate data interpretation. The description of the data from the results of this study can be limited by categorizing the sample consisting of five categories, namely very weak, weak, sufficient, strong, and very strong. The guidelines used are:

Table 1. Questionnaire indicator criteria

Percentage	Criterion
0 – 20	Very weak
21 – 40	Weak
41 – 60	Enough
61 – 80	Strong
81 -100	Very Powerful

Source: Sugiyono, 2011. Educational Research Methods. Bandung: Abeta, p. 137

By applying a four-scale approach, the questionnaire is used as a tool to collect quantitative data using the Likert scale. This scale is obtained from the attitude of response to the question and is developed based on responses related to the indicators of a concept being studied. In this research questionnaire, there are twenty-nine questions that cover aspects and indicators. The responses to each question were then assessed using a scale of 1-4.

RESULTS AND DISCUSSION

Based on the results of the research through a questionnaire conducted on April 10, 2025. The number of respondents who filled out the questionnaire was 60 students, namely 9th grade students. The results of the questionnaire stated that on the question indicator related to online games that 41% agreed and 50% strongly agreed. An average of 81% have an online gaming application and actively play those games with very strong criteria. This shows that most students acknowledge their involvement in online gaming activities. The high percentages in the "agree" and "strongly agree" categories reflect that online games have considerable appeal and are part of their daily activities.

Table 2. Online games

Score	F	Total Average Score	%
SS (4)	97	388	50%
S (3)	107	321	41%
TS (2)	31	62	8%
STS (1)	5	5	1%

Sum	240	776	100%
Maximum Score		960	
Average Presentation		81%	
Criterion		Very Powerful	

Impact Analysis

Based on the questionnaire on questions related to (negative) impacts, the results were obtained that 24% strongly agreed, 47% agreed, 27% disagreed, and 2% strongly disagreed. An average of 67% of respondents felt the negative impact of playing online games with strong criteria.

Table 2. Impact (Negative)

Score	F	Total Average Score	%
SS (4)	76	304	24%
S (3)	204	612	47%
TS (2)	176	352	27%
STS (1)	24	24	2%
Sum	480	1292	100%
Maximum Score		1920	
Average Presentation		67%	
Criterion		Strong	

Based on the questionnaire related to the impact (positive), the results were obtained that 23% strongly agreed, 43% agreed, 31% disagreed, and 2% strongly disagreed. On average, 45% of respondents felt a positive impact from playing online games with sufficient criteria.

Table 3. Impact (Positive)

Score	F	Total Average Score	%
SS (1)	74	74	23%
S (2)	70	140	43%
TS (3)	34	102	31%
STS (4)	2	8	2%
Sum	480	324	100%
Maximum Score		720	
Average Presentation		45%	
Criterion		Enough	

The results of the negative and positive impact tables show that online games have a significant impact on the time management of the respondents. From the data obtained, 60% of respondents felt a negative impact, while another 40% admitted to feeling a positive impact.

Table 4. Impact Analysis

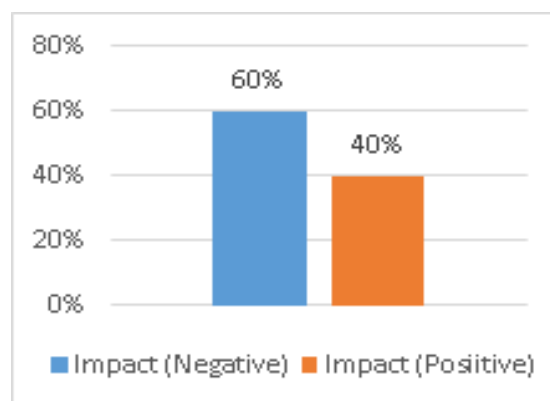| Indicators	Score		Pre-Ettasis		Av-erage Presenta-tion	Criterion
	Max-imum	Aver-age	Indi-ca-tors	As-pects		
Negative Impact	1920	1292	67%	60%	56%	Enough
Positive Impact	720	324	45%	40%		

Figure 1. Bar chart of impact analysis results

The most dominant negative impact is related to the time spent playing online games more than time for other activities (study time). In line with the explanation (Ali et al., 2019) that the existence of interesting and new things obtained in playing games often causes students to be lulled by what is their responsibility as students. Most respondents find it difficult to focus when doing homework after playing online games. This often causes late morning waking up, being easily sleepy in class during class hours, forgetting to do homework, irregular sleep patterns, and often waking up because of playing online games.

However, the results in the diagram also show that not all of the impacts are detrimental. As many as 40% of respondents stated that playing online games has a positive impact, especially in terms of reducing stress, as well as improving critical thinking skills. According to (Riskuna & Uce, 2024) online games involve collaboration and teamwork, allowing students to learn how to work together and communicate with others. These experiences can strengthen students' social skills and build their interest in working together. Overall, the results of this analysis indicate that online gaming has two contrasting sides when it comes to time management. Negative impacts are more dominant, but that doesn't mean there aren't positive sides. With wise timing, the adverse impact of online gaming on time management can be minimized, and the potential benefits can be maximized.

Time Management

The results of the questionnaire calculation of questions related to time management (negative) were obtained that 24% strongly agreed, 46% agreed, 24% disagreed, and 6% strongly disagreed. On average, 63% of respondents have poor time management with strong criteria

Table 5. Time Management (Negative)

Score	F	Total Average Score	%
SS (4)	64	256	24%
S (3)	163	489	46%
TS (2)	127	254	24%
STS (1)	66	66	6%
Sum	420	1065	100%
Maximum Score		1680	
Average Presentation		63%	
Criterion		Strong	

Based on the results on questions related to positive time management, the results were obtained that 30% strongly agreed, 51% agreed, 12% disagreed, and 7% strongly disagreed. An average of 41% of respondents felt the need for good time management with sufficient criteria.

Table 6. Time Management (Positive)

Score	F	Total Average Score	%
SS (4)	64	256	24%
S (3)	163	489	46%
TS (2)	127	254	24%
STS (1)	66	66	6%
Sum	420	1065	100%
Maximum Score		1680	
Average Presentation		63%	
Criterion		Strong	

The results of the negative and positive time management tables obtained data that 61% of respondents experienced a negative impact on time management due to playing online games, while another 39% felt that efforts to improve time management were positive.

Table 7. Time Management

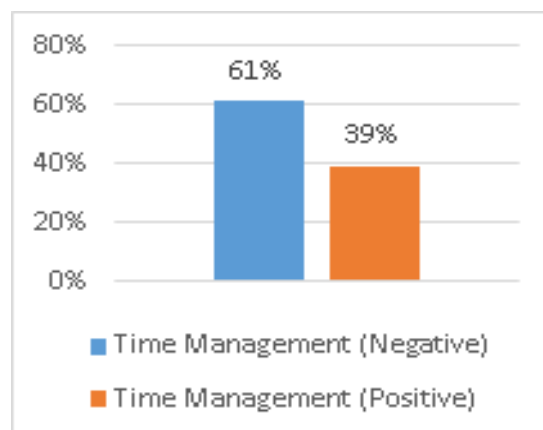| Indicators	Score		Pre-Ettasis		Av-erage Presenta-tion	Criterion
	Max-imum	Aver-age	Indi-ca-tors	As-pects		
Negative Time Manage-ment	1680	1065	63%	61%	52%	Enough
Positive Time Manage-ment	720	294	41%	39%		

Figure 2. Time management results bar chart

The negative time management felt by the majority of respondents is especially seen from many respondents admitting to playing online games every day and the tendency to play online games for more than 2 hours. In fact, some of them often play online games at night. According to Samsudin et al., (2023) Playing online games causes students to not have enough time to sleep, so they lack energy in learning and are not focused and continue to experience drowsiness while studying at school.

On the other hand, 39% of respondents expressed the need for improvement efforts in time management. They mentioned the need to reduce the time spent playing online games and the importance of managing play time because the main priority is the obligation of the school. Another study states that time priority is how someone can prioritize something important. First, as a student, they are able to use their free time to do something positive, second, as a student, they must prioritize study time over playing. Two forms of implementation of time priority, as part of time management that have a positive and significant impact (Lukiyana & Wulandari, 2023). Which indirectly helps in managing time better in certain situations.

Thus, even though the negative impact of online games on time management is more dominant, there are still positive values that can be taken if games are played wisely and not excessively. It is important for students and parents to be aware of the need for control and supervision in the use of gaming time, so that the benefits of entertainment can still be felt without interfering with the main responsibilities.

CONCLUSION

Based on the results of the research on the Analysis of the Impact of Online Games on

Time Management at Junior High School Negeri 2 Tanjung, it was obtained that the two indicators above, namely the impact of online games and dominant time management, are included in the sufficient category. The aspect of online gaming impact shows a percentage of 56%, which means that more than half of the respondents are aware of the negative effects of online gaming activities. Meanwhile, in the aspect of time management, a percentage of 52% was obtained, showing that the majority of students experienced negative changes in managing time due to playing online games. This indicates that online games not only affect students' behavior, but also impact their ability to manage time effectively.

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