The Influence of Online Game Intensity on Students' Tahfidz Achievement

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Abstract

This research focuses on examining the influence of the intensity of tahfidz students in engaging with online games on student achievement within the tahfidz program at the Islamic Elementary School level in Tulungagung Regency. This research constituted an ex post facto quantitative investigation to elucidate the interrelationship among variables. The study population comprised students from several Islamic elementary schools participating in the Tahfidz program, totalling 143 students. The sampling technique employed was non-probability sampling, specifically purposive sampling. The research sample consisted of fifth- and sixth-grade tahfidz students who played online games for more than one hour per day, which amounted to 113 students. This study collected data based on the pure value of students' tahfidz proficiency as stated in their semester one report card. The outcomes of this research demonstrate that the extent of engagement in online gaming significantly impacts the tahfidz achievement of students by 37.9%, with a significance value (sig.) derived from the coefficient table at 0.001 < 0.05. This suggests that the variable of online gaming (X) exerts a significant influence on the tahfidz performance of students (Y). Based on the research findings, the intensity of playing online games can be a significant factor in determining the achievement of tahfidz students in Islamic elementary schools, thus necessitating further supervision from parents and educators. The study results imply the importance of a comprehensive and collaborative approach in addressing the negative impacts of the digital era, including the intensity of playing online games, by involving various stakeholders such as educators and parents, thereby supporting students to develop holistically.

Keywords: online games, playing intensity, tahfidz achievement

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A. Introduction

The era of globalisation has exerted a notable influence on the realms of technology and education. The advent of schools implementing the tahfidz system stands out as a significant innovation in the advancement of education in Indonesia amidst globalisation. There is a growing demand for Islamic schools to integrate the tahfidz system, as they are perceived as instrumental in nurturing a generation that is knowledgeable, morally upright, intelligent, and equipped to confront global challenges (Mastubah, 2021). Islamic elementary schools in the era of globalisation can create a learning environment that supports the religious quality of students, especially in memorising the Qur'an. Students are given systematic coaching and guidance to support the memorisation process to increase the efficiency and achievement of students' memorisation.

The presence of Islamic schools with a tahfidz system is considered a positive response to the demands of the globalisation era in formulating holistic and relevant education. The ease of reaching the internet also began to penetrate the world of entertainment, such as the presence of online games, social media, and digital television broadcasts. The internet has dramatically influenced developments in all aspects. One of the most visible is the replacement of traditional games by modern games (Nurwahidah et al., 2021). Researchers see a drastic shift today, with many children preferring modern games. Traditional games that build social interaction and enrich local culture are now being abandoned.

Modern gaming offers users a wide range of comfort and excitement. As a product of modern gaming, online games have created an interactive space and provided a fantastic user experience. Online games have introduced an interactive dimension that changes the entertainment and social interaction paradigm. Online games create an entertaining virtual space that provides an infinite experience for its users. Users can interact with other users worldwide and feel the freedom of exploration in a challenging virtual environment (Harwijayanti et al., 2023).

Online gaming has become a trend in the era of globalisation. Online game enthusiasts come from various ages: children, teenagers and adults. Online games offer a variety of genres or types and game concepts, ranging from life simulations and strategic battles to epic adventures. Shooter games are the most striking and desirable (Litania et al., 2022). Games in this genre have gained tremendous popularity. Online games such as Free Fire, Call Of Duty, Counter-Strike, Player Unknown's Battle Ground (PUBG) Mobile, Mobile Legends (ML) and the like are favourites among players (Mullatifa et al., 2023).

Several factors can explain the success and popularity of online games. The aspect and appeal of stunning graphics and exciting character designs provide a satisfying visual experience. Innovative features and meticulous detail in online games provide extra appeal. Users are compelled to keep exploring and interacting in such attractive virtual environments. The varied game modes, such as team and solo battles, provide enough variety to cater to users' play preferences.

The use of the internet without parental assistance is considered to have a severe impact on Tahfidz students, especially if they fall into online game addiction. A high intensity of playing online games has been proven to lead to addiction (Kustiawan & Utomo, 2019). The time that should be allocated for memorising the Qur'an and muroja'ah is threatened to be displaced by high online gaming activities. This is thought to result in the quality of tahfidz and can affect students' tahfidz achievement. World Health, known as the World Health Organisation (WHO), has

acknowledged online game addiction as part of mental disorders in ICD-11 (Litania et al., 2022). The disorder is characterised by a lack of control over gaming, where players prioritise gaming over other beneficial activities. The high intensity of playing online games affects student achievement in academic and non-academic matters, including students' tahfidz Qur'an achievement.

It is essential to realise that online games often contain or present elements or themes that contradict Islamic teachings, for example, by promoting violence (Kustiawan & Utomo, 2019), abusive words, and even religious elements that are considered heretical. This is prone to have a negative impact on students' Islamic lifestyle. Online game addiction disorder can cause imbalance in students' lives. Students will focus on playing online games and putting aside their responsibilities as students and Muslims. Opportunities that should be used for learning, tahfidz, muroja'ah, and performing religious obligations can be neglected, thus hindering the progress of tahfidz and the spiritual development of tahfidz students.

Research conducted by Rahyuni on the impact of online gaming on the motivation and learning achievement of elementary school students in Pammana sub-district, Wajo district, showed that the level of student activeness in playing online games significantly influences student achievement (Rahyuni et al., 2021). In anticipating the various challenges that arise, it is critical to research the relationship between the intensity of playing online games and students' tahfidz achievement. This research aimed to continue previous research related to the intensity of playing online games on student achievement. This research examined more deeply student achievement, especially the students' tahfidz achievement at Islamic elementary schools in Tulungagung Regency.

The researchers explored previous research subjects more extensively. The researchers conducted this study on Islamic elementary school tahfidz students because, according to research conducted by Gunawan, it was found that children aged 6-11 years exhibit a high intensity of playing online games, ranging from 4 to 6 hours per day (Gunawan, 2018). Researchers limit variables by focusing research on the frequency of playing online games, time playing online games, and interest in playing online games as indicators of the intensity of playing online games. The student's tahfidz achievement will be measured based on the average results of students' tahfidz scores listed in the 1st-semester report card:

Ho: There is no effect of the intensity of playing online games on the student's tahfidz achievement.

Ha: there is an effect of the intensity of playing online games on the student' tahfidz achievement.

The researcher hopes this research can serve as a solid foundation for developing more effective Islamic Education strategies in tahfidz learning. With valid data regarding the relationship between the intensity of playing online games and students' tahfidz achievement, it is hoped that this research can significantly contribute to designing relevant learning approaches and to the needs of tahfidz students. This research is expected to open new opportunities in achieving maximum tahfidz achievement.

B. Literature Review

Online games have become an integral part of student's lives today due to easy access, social interaction they offer, engaging entertainment, challenging aspects, and their continuous advancement. The entertainment provided by online games makes

students interested in continuously playing them. As technology advances, the graphics of online games, which attract students, also continue to develop to become more realistic and sophisticated, becoming an inseparable part of modern students' lifestyles. With the advancement of increasingly sophisticated technology, globalisation has also transformed education into something innovative, as evidenced by the proliferation of tahfidz programs in Islamic elementary schools.

Tahfidz holds high spiritual value, allowing students to draw closer to Allah and strengthen their faith through the holy scriptures. The relevance of tahfidz in education is that this practice enriches students' spiritual lives, enhances cognitive skills, and builds strong character for students.

Playing online games can have a negative impact on the achievement of tahfidz students, especially if done continuously. One of the negative impacts is students' declining academic and non-academic achievement. Research conducted by Anderson & Dill showed that the more time children spend playing games, their academic performance tends to fall (Kustiawan & Utomo, 2019).

Online game is considered an internal factor that can affect students' psychology; students who frequently engage in online gaming may struggle to concentrate during their learning process (Mullatifa et al., 2023). Research conducted by Syazira indicates that high intensity in online gaming can also impede academic outcomes, result in unfinished assignments, and even lead to dropout, causing their academic achievements to lag behind those of their peers (Sandya & Ramadhani, 2021).

C. Method

Research methods refer to the approach or method applied in scientific research. This research used a quantitative ex post facto approach because this research discusses the influence between variables. The quantitative approach refers to a structured scientific enquiry into components and events (Ustiawaty et al., 2020). The variables in this research consist of 2 variables, namely the independent variable of the intensity of playing online games and the dependent variable of the student' tahfidz Qur'an achievement. The intensity of playing online games refers to how often the duration, frequency and interest of students in playing online games. Meanwhile, the achievement of tahfidz students is in the form of the results of students' tahfidz achievements as stated in the 1st-semester report card based on the average student score.

The population in this research consisted of 5th- and 6th-grade students from Al-Azhaar Tulungagung Islamic Elementary School, Al-Badar Tulungagung Islamic Elementary School, and Qurrota A'yun Ngunut Tulungagung Islamic Elementary School, totalling 148 students. The sampling technique used is a non-probability sampling technique with a purposive sampling type. The sample taken consisted of 113 students. This research adopted the criteria of students from Islamic Elementary Schools in Tulungagung Regency who participated in the tahfidz program and played online games for more than 1 hour daily.

The data collection techniques used in this research were the Likert scale questionnaire and documentation methods. The purpose of data analysis in this research is to understand the impact of the intensity of playing online games on student achievement in the Tahfidz Qur'an. The data analysis used in this research is simple regression analysis. Simple regression analyses the relationship between two or more variables (Darma, 2021). Applying simple regression analysis can help

determine the direction of the relationship between the independent and dependent variables. The formula used is Y = a + bX. Y is the dependent variable, X is the independent variable, a is the constant, and b is the regression coefficient.

D. Results

This research aimed to examine the effect of the intensity of playing online games on the students' tahfidz achievement at Islamic elementary schools in Tulungagung. The validity test was used to assess whether a questionnaire that has been distributed can be considered valid or not (Amiruddin et al., 2022). The criteria are: 1. The number of respondents was 30; 2. If the significance value (sig.) is less than 0.60, the statement is considered valid, while if the significance value is greater than 0.60, the statement is considered invalid.

Table 1. Validity Test

Statement	Sig value.	Description
X1	0.037	valid
X2	0.004	valid
X3	0.000	valid
X4	0.005	valid
X5	0.000	valid
X6	0.025	valid
X7	0.000	valid
X8	0.000	valid
X9	0.001	valid
X10	0.000	valid
X11	0.014	valid
X12	0.018	valid
X13	0.003	valid
X14	0.005	valid
X15	0.003	valid
X16	0.061	valid
X17	0.019	valid
X18	0.001	valid
X19	0.004	valid
X20	0.003	valid
X21	0.044	valid
X22	0.009	valid
X23	0.000	valid
X24	0.005	valid
X25	0.003	valid
X26	0.011	valid
X27	0.000	valid
X28	0.001	valid
X29	0.000	valid
X30	0.004	valid
X31	0.000	valid
X32	0.004	valid

Based on the table above, the results show that the significance value (sig.) of all Online Game Playing Intensity (X) variables is smaller than 0.6 or 60%, which indicates that variable X is valid and meets the criteria.

After completing the item validity test, the next step is to conduct a reliability test to evaluate the reliability or trustworthiness of the data collected. The reliability of a questionnaire can be confirmed if individual responses to statements remain consistent over time. Reliability testing in this research was carried out by utilising the Cronbach Alpha value resulting from data analysis using SPSS version 29 software. If the Cronbach Alpha value exceeds 0.60, the data is considered to have an adequate level of reliability.

The results of the reliability test can be seen in the table below:

Table 2. Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
.744	33

Based on the reliability test results in the table, Cronbach's Alpha value for the Online Game Playing Intensity variable (X) is 0.744. This shows that the statements in the variable X questionnaire are reliable because the value obtained exceeds 0.60.

In this research, the Kolmogorov-Smirnov normality test was used to determine whether the data was normally distributed or not. The decision based on this test is as follows:
1. If the significance value (sig.) > 0.05, it can be concluded that the residual value is normally distributed.
2. If the significance value (sig.) <0.05, it can be concluded that the residual values are not normally distributed.

Table 3. Test of Normality
One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			113
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		11.58096914
Most Extreme Differences	Absolute		.081
	Positive		.059
	Negative		-.081
Test Statistic			.081
Asymp. Sig. (2-tailed)[c]			.063
Monte Carlo Sig. (2-tailed)[d]	Sig.		.065
	99% Confidence Interval	Lower Bound	.059
		Upper Bound	.072

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

The normality test results show that the sig value. 0.72> 0.05, which means that the residual value is normally distributed. After conducting the normality test, the researcher conducted a linearity test to determine the relationship between the

independent and dependent variables. Researchers conducted a linearity test with the help of SPSS version 29 by utilising the ANNOVA table by looking at the sig. rate of the Deviation from Linearity value. In linearity testing, if the significance value (sig.) of Deviation from Linearity > 0.05, there is a linear relationship between the independent and dependent variables. However, if the significance value (sig.) of Deviation from Linearity < 0.05, there is no linear relationship between the independent and dependent variables.

Table 4. Test of Linearity
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
prestasi tahfidz * intensitas bermain	Between Groups	(Combined)	4157.834	25	166.313	.722	.821
		Linearity	592.821	1	592.821	2.575	.112
		Deviation from Linearity	3565.013	24	148.542	.645	.889
	Within Groups		20032.095	87	230.254		
	Total		24189.929	112			

The results of the linearity test above show that the significance value (sig.) of Deviation from Linearity is 0.889, which means that the significance value of Deviation from Linearity is> 0.05. This indicates that there is a linear relationship between the independent variable and the dependent variable. After linearity testing and the results of the Deviation from Linearity significance value are greater than 0.05, the researcher conducts a simple regression test using SPSS version 29 software. In a simple regression test, if the significance value (sig.) <0.05, then variable X has a significant effect on variable Y, while if the significance value (sig.) >0.05, then variable X does not have a significant effect on variable Y.

Table 5. Simple Regression Analysis
Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	160.555	11.286		14.226	<.001
	intensitas bermain	-1.013	.123	-.616	-8.231	<.001

a. Dependent Variable: prestasi tahfidz

Based on the table above, it is known that the constant value (a) is 160.555 while the intensity of playing online games (b / regression coefficient) is -1.013, so the regression equation is written: Y= 160.555 - 1.013.

The equation can be explained as follows:

1. The constant value of 160.555 indicates that the coefficient of the participation variable is 16.555.
2. The regression coefficient of X of -1.013 indicates that every 1% increase in the intensity of playing online games will result in a decrease in the value of participation by 1.013.

The regression coefficient is negative. Since the value of the regression coefficient (b) is negative, this indicates that the higher the intensity of playing online games (X), the achievement of tahfidz students tends to decrease. Based on simple regression analysis, the significance value (sig.) of the coefficient table is obtained at

0.001 <0.05, which indicates that the variable of playing online games (X) has a significant influence on the achievement variable of tahfidz students (Y). After conducting a simple regression test, the researcher conducted a hypothesis test, which in this research used the individual sig. Test (t-test), which is used to measure the effect of the independent variable (independent) on the dependent variable (dependent). In hypothesis testing, there are conditions in making decisions, namely:

1. If the t_{count} value is positive
   If $t_{count} < t_{table}$ means H_o is rejected and H_a is accepted (Affected)
   If $t_{count} > t_{table}$ means H_o is accepted and H_a is rejected (No Effect)

2. If the t_{count} value is negative
   If $-t_{count} < -t_{table}$ means H_o is rejected and H_a is accepted (Affected)
   If $-t_{count} > -t_{table}$ means H_o is accepted and H_a is rejected (No Effect)

Table 6. Hypothesis Test
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	160.555	11.286		14.226	<.001
	intensitas bermain	-1.013	.123	-.616	-8.231	<.001

a. Dependent Variable: prestasi tahfidz

Based on the results of the hypothesis test above, the t_{count} value is -8.231. Tabel with a t value of 1.659, or -8.231 < 1.659, this means Ho is rejected and Ha is accepted. After testing the hypothesis and outcome a significant effect, the researcher tested the coefficient of determination using R *square* to find out how much influence variable X has on variable Y. The researcher did the calculation using SPSS version 29, and the results are as follows:

Table 7. R Square Test
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616[a]	.379	.373	11.633

a. Predictors: (Constant), intensitas bermain

The results of the table above produce a coefficient of determination or R square of 0.379. this value comes from the multiplication of the correlation coefficient or R, namely 0.616 x 0.616 = 0.379. this means that the magnitude of the relationship between variable X and Y is 0.379 or 37.9%. The rest is influenced by other factors.

E. Discussion

The intensity of playing online games contributed 37.9% to the students' tahfidz achievement in Islamic elementary schools in Tulungagung Regency. This result shows that online games have an impact on students' tahfidz achievement. This research results align with previous research conducted by Teguh Arafah Julianto, which states that playing online games (X) affects the interest in reading the Qur'an

(Y). Playing online games affects the interest in reading the Qur'an by 13.30%, with other factors influencing the rest. These results confirm that the high intensity of playing online games can cause dependence on these games (Julianto et al., 2023). Students dependent on online games usually tend to neglect school obligations, are often late in completing memorisation or lack enthusiasm in muroja'ah, so their performance is negatively affected.

Another study found that online games have a significant influence, with a percentage of 70.84% (Mullatifa et al., 2023). The study is further reinforced by subsequent research conducted by Vanesya Sabilla, yielding a correlation coefficient value (r) of 0.475 and p = 0.000, thus accepting Ha (Sabilla et al., 2023). Wiwin's research regarding online gaming affects academics and influences students' psychological characteristics, stating that high-intensity online gaming can have a positive and significant effect on students' aggressive behaviour at MTS Negeri 8 Sleman (Rahayu, 2020).

Research into the brains of online gaming addicts reveals many interesting facts. Using an MRI (Magnetic Resonance Imaging) machine, researchers found similarities between the brains of online game addicts and those of gambling and drug addicts. The brain responses of online game addicts when viewing online game images, videos, and sounds are similar to the brain responses of drug addicts (Simanjuntak, 2019). An individual who experiences online game addiction has several symptoms, namely salience (thinking about online games every day), mood modification (playing online games to escape from problems), relapse (tending to play online games again after a long time not playing), withdrawal (feeling bad if not playing online games), conflict (fighting with others because of online games), and problems (ignoring other activities so that problems arise) (Salahuddin & Khairani, 2020). The research is reinforced by Hakan Ekinci, who says that the high intensity of playing online games can have a negative impact on the daily activities, responsibilities, school work, and social relationships of online game addicts (Ekinci, 2023).

Playing online games without knowing the time will affect the volume of brain cells and adversely affect the child's intelligence (Nur'aeni, 2022). Playing online games for hours, brain cells have the potential to die, so the brain's ability becomes dull. The brain is the part of the body in charge of storing memory; playing online games can be considered useless if excessive and will take up most of the limited memory in the brain. Without realising it, it can affect concentration ability and slow down cognitive function (Findiani, 2020).

Playing online games has a negative impact on the student' tahfidz achievement, especially if done continuously. One negative impact is the decline in students' academic and non-academic achievement and sleep disturbances (Hawi et al., 2018). This is in line with Dill and Anderson's research in 2000, which states that the more time children spend playing games, the more their academic performance tends to decline (Kustiawan & Utomo, 2019). Other research states that more than 160 million people use the internet, and 1 million of them have been diagnosed with addiction. An individual who has a high score on burnout syndrome has a positive relationship with internet addiction as well as online games on the internet (Iwaibara et al., 2019).

Ways to reduce or control the habit of playing online games can start from the influence of the family environment. Parents can begin by educating and actively interacting with their children, including advising them to reduce the intensity of playing online games. Support and attention provided by parents can have a positive impact on students in carrying out their activities. Without learning assistance from

parents, students' concentration and seriousness will also be reduced, so students will shift their primary focus to smartphones to play online games (Eker & The, 2022). In addition, schools can also play a role in reducing students' tendency to play online games by providing extracurricular activities that are useful and interesting for students. With these efforts from both parties, it is hoped that it can help students reduce their addiction to online games.

F.   Conclusion

Based on the description above, it is concluded that the intensity of playing online games among tahfidz students in Islamic elementary schools has a significant effect on students' tahfidz achievement by 37.9%. The study results imply the importance of a comprehensive and collaborative approach in addressing the negative impacts of the digital era, including the intensity of playing online games, by involving various stakeholders such as educators and parents, thereby supporting students to develop holistically. It is recommended that further researchers investigate other factors that influence students' tahfidz achievement or further develop the research conducted, as this study focuses on the frequency, time, interest, and results of students' tahfidz scores in Islamic elementary schools.

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