

THE EFFECT OF ONLINE GAME USE INTENSITY ON EMOTIONAL INTELLIGENCE AND ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES OF STUDENTS AT UPT SPF SD INPRES PERUMNAS IV CITY OF MAKASSAR

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Abstract

This study analyzes the effect of online gaming intensity on emotional intelligence and Islamic Religious Education (PAI) learning outcomes among students at SD Inpres Perumnas IV Makassar. A quantitative approach was employed with 53 purposively selected students. Data were collected through questionnaires and analyzed using descriptive statistics, simple linear regression, and MANOVA. The findings show that online gaming intensity has a negative and significant effect on emotional intelligence, with a regression coefficient of -0.395, $t=-9.292$, $p<0.001$, and $R^2=0.629$. Online gaming intensity also has a negative and significant effect on PAI learning outcomes, with a coefficient of -0.436, $t=-3.397$, $p=0.001$, and $R^2=0.185$. Multivariate testing indicates a significant simultaneous effect on both dependent variables. These findings suggest that higher gaming intensity is associated with lower emotional regulation, reduced learning focus, and weaker academic achievement. The study highlights the importance of parental and teacher guidance in promoting balanced technology use that supports students' emotional and academic development.

Keywords: Online Gaming; Emotional Intelligence; PAI Learning Outcomes; Elementary Students; Technology Use.

Abstrak

Penelitian ini bertujuan menganalisis pengaruh intensitas penggunaan online game terhadap kecerdasan emosional dan hasil belajar Pendidikan Agama Islam (PAI) siswa SD Inpres Perumnas IV Makassar. Penelitian menggunakan pendekatan kuantitatif dengan sampel 53 siswa yang dipilih secara purposif. Data dikumpulkan melalui angket dan dokumentasi, kemudian dianalisis menggunakan statistik deskriptif, regresi linear sederhana, dan MANOVA. Hasil penelitian menunjukkan bahwa intensitas penggunaan online game berpengaruh negatif dan signifikan terhadap kecerdasan emosional dengan koefisien regresi -0,395, $t=-9,292$, $p<0,001$, dan $R^2=0,629$. Intensitas penggunaan online game juga berpengaruh negatif dan signifikan terhadap hasil belajar PAI dengan koefisien regresi -0,436, $t=-3,397$, $p=0,001$, dan $R^2=0,185$. Uji multivariat menunjukkan adanya pengaruh simultan yang signifikan terhadap kecerdasan emosional dan hasil belajar PAI. Temuan menunjukkan bahwa penggunaan online game dengan intensitas tinggi berkaitan dengan penurunan kemampuan regulasi emosi, fokus belajar, dan pencapaian akademik. Hasil ini menegaskan pentingnya pendampingan orang tua dan guru dalam membangun pola penggunaan teknologi yang seimbang, terkontrol, dan mendukung perkembangan emosional serta akademik siswa.

Kata Kunci: Online Game; Kecerdasan Emosional; Hasil Belajar PAI; Siswa Sekolah Dasar; Penggunaan Teknologi



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INTRODUCTION

Education is a way to help people become better physically and mentally.¹ Dewantara, as quoted by Yanuarti, explained that education is a guide for children's growth and development, meaning that education guides all the natural forces that exist in children, so that as humans and members of society they can achieve the highest level of happiness and safety.² Meanwhile, according to Edgar Dale in Sholichah, education is a conscious effort made by families, communities and the government through guidance, teaching and training activities carried out in schools and outside of school to prepare students to be able to play a role in various life environments regularly for the future.³ Based on the educational theory, the author concludes that education is a process of thinking through learning to shape the potential within students who achieve spiritual intelligence, emotional intelligence and intellectual intelligence, through the help of parents at home and educators at school. National Education according to Law No. 20 of 2003 article 3 concerning the National Education System, namely:

Education plays a role in transforming humans into better individuals, devoted to God Almighty, able to determine what is right and wrong, and possessing the potential to think creatively and innovatively. As explained in QS Ar-Ra'd /13:11, namely:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِنْ دُونِهِ مِنْ وَالٍ

Translation:

For humans, there are angels who always follow them in turns, in front of and behind them, they guard them according to Allah's command. Indeed, Allah does not change the condition of a people until they change the condition that exists within themselves. and if Allah wills evil for a people, then no one can resist it; and there is no protector for them besides Him⁴

In his tafsir al-Misbah, Quraish Shihab explains that Allah made the mu'aqibat to do what was assigned to them, namely to look after humans, as explained above because Allah has determined that Allah does not change the condition of a people so that they change what is in

¹ I. Wayan Cong Sujana, "Fungsi Dan Tujuan Pendidikan Indonesia," *Adi Widya: Jurnal Pendidikan Dasar* 4, no. 1 (2019): 29, <https://doi.org/10.25078/aw.v4i1.927>.

² Eka Yanuarti, "Pemikiran Pendidikan Ki. Hajar Dewantara Dan Relevansinya Dengan Kurikulum 13," *Jurnal Penelitian* 11, no. 2 (2018): 237–66, <https://doi.org/10.21043/jupe.v11i2.3489>.

³ Aas Siti Sholichah, "Teori-Teori Pendidikan Dalam Al-Qur'an," *Edukasi Islami: Jurnal Pendidikan Islam* 7, no. 01 (2018): 23, <https://doi.org/10.30868/ei.v7i01.209>.

⁴ kementerian agama RI, "Kementerian Agama Replublik Indonesia, Mushaf al-Qur'an Terjemah," preprint, pustaka jaya ilmu, n.d., 345.

them, namely their mental condition/inner side such as changing gratitude to disbelief, obedience to disobedience, faith to becoming an alliance with Allah, and at that time Allah will change ni'mat (favor) to niqmat (disaster), guidance becomes misguidance, happiness becomes misery and so on. So the essence of the interpretation of al Misbah surah Ar Ra'd verse 11 is that Allah will not change the fate of a people until they change their own circumstances. This verse also contains God's command to humans to try and determine their own life line.⁵

The development of digital technology has had a significant impact on education, both positive and negative. Data from the Indonesian Internet Service Providers Association (APJII) shows an increase in internet penetration from 64.8% in 2018 to over 78%, with the number of users reaching over 220 million.⁶ This high level of access has driven increased online gaming usage across all age groups. Indonesian gamers spend up to 10 hours playing games, and 15% spend more than 25 hours per week, a figure slightly above the global average.⁷ The most popular games are Mobile Legends, Free Fire, and PUBG Mobile, with Mobile Legends being the most popular game played by more than half of gamers in Indonesia. The popularity of these competitive games requires long hours of play and full concentration, which can displace study time if not managed wisely. The gaming industry continues to grow, with global revenues expected to exceed US\$180 billion by 2024, with nearly half coming from the mobile gaming segment. Excessive online gaming is addictive and less beneficial, and can also lead to mental and emotional disorders.

Based on initial observations at SD Inpres Perumnas IV Makassar, it appears that the intensity of online game use among students shows quite striking variations. Some students spend relatively high amounts of time playing online games almost every day, while others play at a lower intensity and only at specific times. This variation in intensity appears to correlate with differences in students' Islamic Religious Education (PAI) learning outcomes.

Preliminary data in the form of Islamic Religious Education (PAI) learning outcome scores indicate that students with high online game usage intensity tend to achieve lower scores than those who play games with moderate or low intensity. Based on the recapitulation of PAI daily test scores, a number of students who frequently play online games obtained scores in the 60–69 range, with some even falling below the Minimum Completion Criteria (KKM) set by the

⁵ M. Quraish Shihab, *Tafsir Al-Mishbah: Pesan, Kesan Dan Keserasian Al-Qur'an* (Lentera Hati, 2002).p. 223-226

⁶ Asosiasi Penyelenggara Jasa Internet Indonesia (APJII), "Laporan Survei Internet Indonesia," preprint, Jakarta, 2018.

⁷ Anggara Sudiongko, "Gamers Indo Habiskan Waktu Hingga 10 Jam Main Game, 15% Main Lebih Dari 25 Jam Per Minggu," *JatimTIMES*, 2022.

school. In contrast, students who play games with low or controlled intensity more often obtained scores in the 75–85 range and relatively consistently achieved the KKM.

In addition to differences in grades, Islamic Religious Education teachers also observed that students with high levels of online game use tended to be less focused during lessons, slower to respond to questions, and less active in discussions about religious material. This condition resulted in a lower understanding of Islamic Religious Education material that requires concentration, appreciation, and emotional involvement, such as morals, worship, and role models. Conversely, students with lower levels of online game use appeared more prepared to participate in learning and demonstrated a better understanding of the material.

The differences in Islamic Religious Education (PAI) learning outcomes indicate that the intensity of online game use has the potential to influence the quality of students' learning processes and outcomes. However, this relationship remains indicative and has not been systematically analyzed through a scientific research approach. Therefore, more in-depth research is needed to empirically test the effect of online game use intensity on Islamic Religious Education learning outcomes for students at SD Inpres Perumnas IV Makassar.

LITERATURE REVIEW

Intensity of Online Game Use

Intensity is a form of support in the form of strength that can strengthen the support. One theory related to intensity is that intensity is the strength of the power of a message in a direction.⁸ Meanwhile, according to Chaplin, intensity is a force that supports an opinion or attitude.⁹ Meanwhile, according to the Indonesian dictionary, intensity is a state of level or measure of intensity.¹⁰ Intensity is a form of support that provides strength and can strengthen the support itself. Furthermore, intensity can be defined as how much or how often an activity is performed at a given time.¹¹

Intensity is a quantitative property of a sense that is related to the intensity of the stimulus in conditions where an individual carries out an activity repeatedly.¹² The definition of intensity

⁸ W. L. Neuman, *Social Research Methods: Qualitative and Quantitative Approaches Sixth Edition* (Pearson Education, 2006).h 133

⁹ chaplin J.P, *Kamus Lengkap Psikologi* (PT Raja grafindo persada, 2006).h 58

¹⁰ Depdiknas, *Kamus Besar Bahasa Indonesia* (Jakarta, 2006).h 279

¹¹ Conni La Febrina, "Pengaruh Intensitas Bermain Game On-Line Terhadap Agresivitas Siswa," *JIV-Jurnal Ilmiah Visi* 9, no. 1 (2014): 28–35, <https://doi.org/10.21009/jiv.0901.4>.

¹² dan Fitriani Nur Aklima and Universitas Serambi Mekkah, "Hubungan Intensitas Bermain Game Online Dengan Prestasi Belajar Siswa Di Sd Negeri 2 Banda Aceh," *Jurnal Tunas Bangsa* 6, no. 2 (2019): 302.

can be concluded that intensity is a person's behavior carried out in a certain period or a certain amount of time in carrying out an activity.

The word "games" comes from the English word "games," which means play. In this context, "games" are videos played by players using devices such as laptops, computers, smartphones/gadgets, and consoles. Terminologically, "online games" are derived from two words: "game" and "online." "Game" refers to a game, while "online" refers to an internet connection. According to Kim, as quoted by Min Kwon, "a game is a game where many people can play simultaneously over an online communication network (LAN/Internet)."¹³

According to Adams & Rollings, online games are defined as games played by multiple players connected through a network, typically the internet. In these games, players can interact with the same game environment or with other players simultaneously. Specifically, according to Rollings and Adams, the main element of online games involves interactions between players and systems that can dynamically change according to the players' actions, with often collaborative or competitive components that enrich the gaming experience.¹⁴

According to Sri Wahyuni Adiningtiyas, a game is an activity done for fun, with rules that result in winners and losers. Furthermore, a game can also be defined as a contest, whether physical or mental, based on specific rules, for entertainment, recreation, or to win a bet. Eddy Liem, Director of Indonesia Game, quoted by Johan, a game enthusiast in Indonesia, stated that an online game is a game played online using the internet.¹⁵

Based on the several definitions above, it can be concluded that the term online game is a game that has rules so that there are winners and losers which is played by several people simultaneously in the same place or in different places using the internet network with the aim of having fun.

It's basically like a coin with two sides. This means that online games have opposing effects or impacts depending on how they're used:

1. Positive impacts of online games

The positive impact here refers to the beneficial impact that provides benefits in playing online games. Irmawati's research states that the positive impact of playing online games is that it makes it easier to learn English, makes you more focused on lessons, trains patience, and trains teamwork. From this research, it can be seen that online games do have a

¹³ Min Kwon et al., "The Smartphone Addiction Scale: Development and Validation of a Short Version for Adolescents," *PLoS ONE* 8, no. 12 (2013): 1–7, <https://doi.org/10.1371/journal.pone.0083558>.

¹⁴ Andrew Rollings dan Ernest Adams, *Andrew Rollings and Ernest Adams on Game Design* (New Riders, 2003).p 143-145

¹⁵ Ria Johan, "Pengaruh Game Online Terhadap Minat Untuk Belajar Peserta Didik Kelas X Di Ma Al Hidayah Depok," *Research and Development Journal of Education* 5, no. 2 (2019): 12, <https://doi.org/10.30998/rdje.v5i2.3748>.

positive impact on children's thinking. Online games have formed an attitude of cooperation and patience in achieving a goal. Cooperation here means how someone is responsible for completing their work in a group, meaning here children are trained to be united with their team. Then patience here is how someone faces unfavorable or even chaotic situations when completing strategies in the game. In addition, children are trained to focus on doing something and practice their English with game languages.¹⁶

2. Negative Impacts of Online Games

The negative impact of playing online games is addiction and a lack of interest in studying, which can lead to poor grades. This means that online games can lead to addiction in children, which can lead to poor grades in school. This depends on the child; some children frequently play online games but still achieve good grades. Therefore, the negative impact of online games doesn't always impact a child's grades or academic performance.¹⁷ According to Sulastrri et al., the negative impact of online games is "a lack of interaction between students and their peers. Students who play online games will be busy playing their own games so that their friends are sometimes ignored, this triggers a decrease in their closeness." Because of the engrossment in playing online games, children forget their friends or people close to them. This can be said to have a negative impact on children's social life because children have less interaction with humans.¹⁸

RESEARCH METHODS

This study uses a quantitative approach. A quantitative approach is a research method that emphasizes theory testing through the measurement of variables with numbers and statistical data analysis. This approach was chosen based on the research objective: to examine the causal relationship between the use of PowerPoint and learning videos as independent variables and learning activities as dependent variables. With a quantitative approach, researchers can identify the presence or absence of influence and the extent of that influence objectively and measurably. The quantitative research approach is confirmatory because it focuses on testing hypotheses and theories. In research activities, a researcher first states a hypothesis, then tests it with empirical data to see if the hypothesis is supported.

¹⁶ Irmawati and Suhaeb Firdaus, "Dampak Bermain Game Online Pada Hasil Belajar Siswa Di SMAN 12 Makassar," *Sosialisasi Pendidikan Sosiologi*, 2019, 95–99.

¹⁷ Irmawati, Firdaus W Suhaeb. (2019). Dampak Bermain *Game Online* pada Hasil Belajar di SMAN 12 Makassar. *Jurnal sosialisasi Pendidikan Sosiologi-FIS UNM*. h. 95-99

¹⁸ Sulastrri Na'ran, M. ridwan said ahmad. (2019). Dampak *Game Online* pada Peserta Didik di SMA Negeri 4 Tana Toraja. *Jurnal Sosialisasi Pendidikan sosiologi-FIS UNM*, h.102-107

This research was conducted at the UPT SPF SD Inpres Perumnas IV school located at Jl. Bonto Daeng Ngirate No. 78, Bonto Makkio, Rappocini District, Makassar City, South Sulawesi Province. The population in this study were all students at the UPT SPF SD Inpres Perumnas IV Makassar City, totaling 124 students. The sampling technique used in this study was purposive sampling. There are several techniques in determining sampling that can be done so that the results can represent the entire population. The sample in this study was 53 students from SD Inpres Perumnas IV Makassar City.

The research instrument used in this study is a questionnaire, and the scale used is a Likert scale, where the Likert scale is a process of determining scores on respondents' answers carried out by making appropriate classifications and categories depending on the respondents' responses, then respondents were asked to choose whether they strongly agree, agree, undecided, disagree and strongly disagree. To test the research instrument using a validity test and an instrument reliability test.

In this study, the data processing techniques used by researchers to answer the problem formulation and hypothesis are statistical data processing techniques, including descriptive analysis techniques and inferential analysis techniques.

RESULTS AND DISCUSSION

The Influence of the Intensity of Online Game Use on the Emotional Intelligence of Students at SD Inpres Perumnas IV, Makassar City.

After conducting the analysis requirements test, the next test is carried out, namely the simple linear regression test:

a. Hypothesis Test (X-Y1)

A simple linear regression test is used to determine whether one independent variable influences the dependent variable. The results of the simple linear regression test between the intensity of online game use and students' emotional intelligence are as follows:

Table of T-Test Results of Intensity of Online Game Use on Emotional Intelligence

Variables	<i>Unstandardized coefficients</i>	T	Sig
<i>Constant</i>	83,999	-9,292	0,000
Intensity of Online Game Use (X)	-0.395		
a. Dependent Variable: Emotional Intelligence			

From the SPSS output above, in the coefficients table in the constant column is 83.999 and the intensity of online game use is -0.395 so that the regression equation is: $Y = a + bX$ or $Y = 83.999 + -0.395X$. From the results of the analysis, the real level () and the table value are and the degree of freedom ($df = n - 2 = 53 - 2 = 51$). The testing criteria if the T count value is negative, namely $-T \text{ count} < -T \text{ table}$, meaning H_0 is rejected and H_a is accepted (negative effect). Then the results of the analysis obtained t count = -9.292 while the t table value = -1.675 means the t count value is smaller than the t table value. While the significance value of 0.000 is smaller than then there can be a significant influence between the intensity of online game use on students' emotional intelligence. $\alpha = 5\% = 0,05$

Table of F-Test Results of Intensity of Online Game Use on Emotional Intelligence

Model	F	Sig
Regression	86,339	0,000
a. Dependent Variable: emotional intelligence		
b. Predictors: (Constant), intensity of online game use		

Based on the table, the Sig. value is 0.000 or less than the probability value of 0.05 (sig 0.000 < 0.05), so H_0 is rejected. This interprets that the intensity of online game use (X) has an effect on emotional intelligence. The coefficient of determination is obtained based on the table below:

Table of Results of the Test of the Coefficient of Determination (R²) of Online Games on Emotional Intelligence

Model	R	R Square	Information
1	0.793	0.629	There is an influence of 62.9%
a. Predictors: (Constant), intensity of online game use			

The table above shows a coefficient of determination (R Square) of 0.629, or 62.9%, indicating that the intensity of online game use significantly impacts students' emotional intelligence. This means that 62.9% of the change in students' emotional intelligence is due to the intensity of online game use. The remaining 37.1% is due to other variables not examined, or the error value.

The Influence of the Intensity of Online Game Use on Islamic Religious Education Learning Outcomes of Students at SD Inpres Perumnas IV, Makassar City.

After conducting the analysis requirements test, the next test is carried out, namely the simple linear regression test:

a. Hypothesis Test (X-Y2)

A simple linear regression test is used to test whether one independent variable influences the dependent variable. The results of the simple linear regression test between the intensity of online game use and students' Islamic Religious Education learning outcomes are as follows:

Table of T-Test Results of Intensity of Online Game Use on Learning Outcomes

Variables	Unstandardized coefficients	T	Sig
Constant	91,716	-3,397	0.001
Intensity of Online Game Use (X)	-0.436		
b. Dependent Variable: Islamic Education Learning Outcomes			

From the SPSS output above, in the coefficients table in the constant column of 91.716 and the intensity of online game use is -0.436 so that the regression equation is: $Y = a + bX$ or $Y = 91.716 + -0.436X$. From the results of the analysis obtained a real level () and a table value of and degrees of freedom ($df = n-2 = 53-2 = 51$). The testing criteria if the T count value is negative, namely $-T \text{ count} < -T \text{ table}$, meaning H_0 is rejected and H_a is accepted (negative effect). Then obtained the results of the analysis of t count = -3.397 while the t table value = -1.675 means the t count value is smaller than the t table value. While the significance value of 0.001 is smaller than then there can be a significant influence between the intensity of online game use on students' PAI learning outcomes. $\alpha = 5\% = 0,05$

Table of F-Test Results of Intensity of Online Game Use on Learning Outcomes

Model	F	Sig
Regression	11,540	0.001
a. Dependent Variable: Islamic Education Learning Outcomes		
b. Predictors: (Constant), Intensity of Online Game Use		

Based on the table, the Sig. value is 0.001 or less than the probability value of 0.05 ($\text{sig } 0.000 < 0.05$), so H_0 is rejected. This interprets that the intensity of online game use (X1) has an effect on PAI learning outcomes. The coefficient of determination is obtained based on the table below:

Table of Results of the Test of the Coefficient of Determination (R²) of Online Games On Learning Outcomes

Model	R	R Square	Information
1	0.430	0.185	There is an 18.5% influence
a. Predictors: (Constant), Intensity of Online Game Use			

The table above shows a coefficient of determination (R-Square) of 0.185, or 18.5%, indicating that the intensity of online game use has an impact on student learning outcomes of 18.5%. This means that an 18.5% change in student learning outcomes is due to the intensity of online game use. The remaining 81.5% is due to other variables not examined, or the error value.

The Effect of Intensity of Online Game Use on Emotional Intelligence and Islamic Religious Education Learning Outcomes of Students at SD Inpres Perumnas IV

Based on the prerequisite test of statistical analysis, it was obtained that the data in this study were normally distributed, linear, valid and reliable and there were no heteroscedasticity problems or the data were declared homoscedasticity. Therefore, hypothesis testing can be done using the MANOVA test with the aim of seeing whether there is a significant influence between the intensity of online game use (X) on emotional intelligence (Y1) and learning outcomes (Y2) of students at SD Inpres Perumnas IV Makassar City as seen in the following table:

a. Manova Test (Multivariate Analysis of Variance)

The MANOVA (Multivariate Test) is a method for processing a large number of variables, the purpose of which is to determine the influence of these variables on an object simultaneously. The MANOVA test is used to determine whether there are differences in the influence of more than one dependent variable.

Multivariate Test Results Table

Effect		Value	F	Sig.
X (Online Game)	Pillai's Trace	0.471	5,029	0.000
	Wilks' Lambda	0.566	5.273b	0.000
	Hotelling's Trace	0.703	5,508	0.000
	Roy's Largest Root	0.595	9.711c	0.000

- a. Design: Intercept + X1
- b. Exact statistics
- c. The statistic is an upper bound on F that yields a lower bound on the significance level.
- d. Computed using alpha = .05

Based on the SPSS output results in the table above, it shows different multivariate test results for the four p-values in the intensity of online game use section, namely the p-value sig shows the same significance value and all are less than 0.05 (sig. <0.05) so the significance at the 95% confidence level. These results indicate that there is a significant influence of the variable intensity of online game use on emotional intelligence and student learning outcomes.

Multivariate Test Results Table

	Levene statistic	Df1	Df2	Sig.
Emotional intelligence	1,163	3	49	0.034
Learning outcomes	4,712	3	49	0.006

The table above shows the results of the homogeneity test, namely the Levene test. All variables are said to have the same variance if the sig value is > 0.05. The SPSS output results above obtained a significance value of 0.034 for the motivation variable < 0.05, and a significance value of 0.006 for the learning interest variable < 0.05. Therefore, it can be concluded that all dependent variables are significant.

Multivariate Test Results Table

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Noncent. Parameter	Observed Power
X	kecerdasan emosional	281.402	3	93.801	2.187	0.001	6.562	0.523
	hasil belajar	4108.808	3	1369.603	9.706	0.000	29.118	0.996
a. R Squared = .118 (Adjusted R Squared = .064) b. R Squared = .373 (Adjusted R Squared = .334) c. Computed using alpha = .05								

From the table above shows the Test of Between Subject effects testing the influence of ANOVA invariate for each factor on the dependent variable. Significant F test value is used to test this. The F test value for the relationship between the intensity of online game use (X) and emotional intelligence (Y1) is 2.187 and a significance value of 0.001 <0.05. While the F test value for the relationship between the intensity of online game use (X) and PAI learning outcomes (Y2) is 9.706 and a significance value of 0.000 <0.05. This means that there is an

influence between the intensity of online game use on emotional intelligence and PAI learning outcomes of students at UPT SPF SD Inpres Perumnas IV Makassar City.

b. Validity Test

Before distributing the questionnaire to respondents, it needed to be piloted on 53 respondents. However, in this study, the researchers adopted a research instrument from a previous study that was relevant to their research. Therefore, they did not conduct instrument testing, but instead conducted validity and reliability tests to ensure data accuracy. The number of each statement is as follows: 20 statement items for the online game usage intensity variable, and 37 items for the emotional intelligence variable.

Each statement item is said to be valid if the calculated r value is greater than the r table value. The r table value for $n = 53$, with a significance level of 5% or 0.05, is 0.266. So, a statement item is said to be valid if it is greater than 0.266. Of the 20 statement items on the intensity of online game use, and 37 emotional intelligence items, all were found to be valid after validity testing. Next, the valid statement items were tested for reliability.

c. Reliability Test

Reliability testing is used to determine whether the indicators used can be trusted as a variable measurement tool. Indicators are declared reliable if the Cronbach's alpha value obtained is > 0.60 . The results of the reliability test conducted with SPSS 26 for Windows can be seen in the table:

Reliability Test Table of the Online Game Usage Intensity Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
0.988	20

Based on Table 4.3 above shows a statistical reliability value with a Cronbach's alpha of $0.988 > 0.60$. This indicates that the items in the online game usage intensity instrument are reliable.

Emotional Intelligence Instrument Reliability Test Table

Reliability Statistics	
Cronbach's Alpha	N of Items
0.935	37

Based on Table 4.4 above, the statistical reliability value obtained with a Cronbach's alpha of $0.935 > 0.60$. This indicates that the items in the emotional intelligence instrument are reliable. Therefore, it can be concluded that the questionnaire can be used to collect the

necessary data, with the data having been tested for validity and reliability.

d. Test Requirements Analysis

1) Normality Test

The normality test aims to test whether the residual variables in the regression model have a normal distribution or not. The normality test aims to determine whether the intensity variable The use of online games (X), emotional intelligence (Y1), and student learning outcomes (Y2) are normally distributed or not. The data normality test is used to determine whether the data used by researchers comes from a normally distributed population or not. Data is normally distributed if $\text{sig} > \alpha = 0.05$ and vice versa, the data is said to be not normally distributed if $\text{sig} < \alpha = 0.05$. Data normality testing is carried out using the SPSS version 26 for Windows application. Based on the analysis of the prerequisite tests obtained, the conclusions of the normality test results can be seen in the table below.

Kolmogorov Smirnov Normality Test Results Table (X-Y1)

Variables	K-Smirnov	Information
X-Y1 and Y2	0.200	Normal

Based on Table 4.12, the results of the normality test of the intensity of online game use on students' emotional intelligence and Islamic Religious Education learning outcomes show a Kolmogorov-Smirnov significance value of 0.200 using a significance level of 0.05. The significance value obtained is greater than ($0.200 > 0.05$). Therefore, it can be concluded that the data on the intensity of online game use on students' emotional intelligence and Islamic Religious Education learning outcomes are normally distributed.

2) Linearity Test

The second prerequisite test is the linearity test. The linearity test aims to determine the relationship formed between the independent variable and the dependent variable partially and linearly. The linearity test is used to determine whether the data fits a linear line or not. This linearity test is used to determine whether the relationship between the intensity of online game use (X) and emotional intelligence (Y1) and students' PAI learning outcomes is linear or not. The criteria for linearity testing with SPSS version 26 for Windows are if the sig deviation from linearity value $> \alpha$ then there is a linear relationship and if the sig deviation from linearity value $< \alpha$ then there is no linear relationship. The results of the linearity test for the intensity of online game use on emotional intelligence and students' PAI learning outcomes are presented in the following table:

Linearity Test Results Table (X-Y1)

Variables	F	Sig.	Information
X-Y1	1,038	0.487	Linear
X-Y2	0.617	0.886	Linear

Based on table 4.13, the results of the SPSS version 26 for Windows analysis obtained a linearity test of the regression line equation from the Deviation from Linearity row, (X-Y1) namely $F_{hit} (T_c) = 1.038$ with a significance value of 0.487 and using a level of 0.05. The significance value obtained is greater than ($0.487 > 0.05$). While (X-Y2) namely $F_{hit} (T_c) = 0.617$ with a significance value of 0.886 and using a level of 0.05. The significance value obtained is greater than ($0.886 > 0.05$). So it can be concluded that there is a linear relationship between the intensity of online game use on emotional intelligence and PAI learning outcomes of students at UPT SPF SD Inpres Perumnas IV Makassar City.

3) Heteroscedasticity Test

The heteroscedasticity test aims to test whether the regression model exhibits unequal variances in residuals between observations. If the residual variance remains constant from one observation to another, it is called homoscedasticity, and if it differs, it is called heteroscedasticity. A good regression model is one that is homoscedastic, or does not experience heteroscedasticity. In this study, to detect the presence or absence of heteroscedasticity, the Glejser test is performed. This test is carried out by regressing all independent variables against the absolute test for their residuals. Symptoms of heteroscedasticity are also indicated if the Glejser test is less than or equal to 0.05, then it can be concluded that heteroscedasticity occurs, and vice versa.

Heteroscedasticity Test Results Table (X-Y1)

Model		Sig
1	(Constant)	0.015
	<i>Online game</i>	0.376
a. Dependent Variable: Emotional Intelligence		
2	(Constant)	0.038
	<i>Online game</i>	0.934
a. Dependent Variable: Islamic Education Learning Outcomes		

Based on the table above, the results of the SPSS version 26 for Windows analysis obtained the Glessjer test on (X-Y1) can be seen in the significance column of 0.376 using a significance level of 0.05. The significance value obtained is greater than (0.376 > 0.05), and the Glessjer test on (X-Y2) can be seen in the significance column of 0.934 using a significance level of 0.05. The significance value obtained is greater than (0.934 > 0.05). So it can be concluded that there is no heteroscedasticity problem and the data can be declared homoscedasticity.

Discussion

The Influence of Intensity of Online Game Use (X) on Students' Emotional Intelligence (Y1) at SD Inpres Perumnas IV Makassar.

The findings of this study indicate that the intensity of online game use has a negative impact on the emotional intelligence of Islamic Religious Education (PAI) students at SD Inpres Perumnas IV Makassar. From the perspective of the emotional intelligence theory proposed by Daniel Goleman, emotional intelligence encompasses an individual's ability to recognize their own emotions (self-awareness), control emotions (self-regulation), motivate themselves (motivation), understand the emotions of others (empathy), and build positive social relationships (social skills).¹⁹ High intensity of online game use has the potential to disrupt these five aspects, especially in elementary school-aged students who are still at an unstable stage of emotional development.

In terms of self-awareness, students who frequently play online games tend to be less able to recognize and understand their own emotional states. They struggle to differentiate between

¹⁹ Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ*, (Bantam Books, 1995), p 43-44

appropriate emotional responses and often overreact when faced with situations that don't align with their expectations. According to Goleman, the ability to recognize one's own emotions is the foundation of emotional intelligence, as without good emotional awareness, individuals will struggle to manage their behavior appropriately.

In terms of self-control, online games with competitive systems and instant rewards trigger strong emotions that are difficult to control. Students become more impulsive, easily angered, and less able to control fleeting emotional impulses. Goleman asserts that weak self-control makes individuals vulnerable to emotional outbursts, which negatively impact social relationships and learning.²⁰

Furthermore, in terms of self-motivation, intense online game use causes a shift in students' motivational orientation from long-term goals to instant gratification. Goleman states that individuals with weak intrinsic motivation tend to give up easily, get frustrated quickly, and lack persistence in facing academic challenges.²¹

In terms of empathy and social skills, excessive involvement in online gaming reduces real-life social interactions, which are essential for children's emotional development. According to Goleman, empathy and social skills develop through direct experience in interacting, understanding emotional expressions, and resolving conflicts constructively.²² When this interaction time is replaced by gaming activities, students' ability to respond to the emotions of teachers and peers becomes less than optimal.

Field findings also indicate that students who play games intensively tend to be easily provoked, less sensitive to their peers' feelings, and impulsive when asked to follow teacher instructions. In fact, in various situations, students spend more time discussing characters, strategies, or winning in the game than expressing religious values such as empathy, mutual respect, or patience, which should be part of Islamic Religious Education (PAI) learning.

The results of this study are in line with previous research, such as that conducted by Ardian Saputra, which found that excessive use of online games has an impact on reducing children's ability to regulate their emotions.²³ Ayuni and Wulandari's research also shows that online game addiction can cause children to become more impulsive and have difficulty controlling their anger.²⁴ Meanwhile, research by Fatima & Zulfiqar confirms that intensive

²⁰ Daniel Goleman, *Working with Emotional Intelligence* (Bantam Books, 1998).p 79-83

²¹ Daniel Goleman, *Emotional Intelligence* (Bantam Books, 2005).p 93-96

²² Daniel Goleman, *Social Intelligence: The New Science of Human Relationships*, (Bantam Books, 2006).p 84-87

²³ Ardian Saputra, "Pengaruh Intensitas Game Online Terhadap Regulasi Emosi Anak," *Jurnal Psikologi Remaja* 4, no. 2 (2020): 112.

²⁴ Ayuni & Wulandari, "Dampak Game Online Terhadap Perilaku Emosional Anak," *Jurnal Pendidikan Dasar* 9, no. 1 (2021): 45.

exposure to online games is associated with decreased empathy and positive social interaction skills. This finding corroborates the pattern seen in Islamic Religious Education (PAI) students at SD Inpres Perumnas IV Makassar.²⁵

Thus, this study confirms that while online games can provide certain benefits, such as enhancing creativity and quick thinking skills, excessive use hinders the development of students' emotional intelligence, particularly in the areas of self-control, empathy, and the ability to understand one's own and others' emotions—which are at the core of Islamic religious education. Therefore, parental and teacher supervision and guidance are necessary to ensure students' balanced use of technology without disrupting the process of developing their religious character and emotional maturity.

The Influence of the Intensity of Online Game Use (X) on the Learning Outcomes of Islamic Religious Education (Y2) of Students at SD Inpres Perumnas IV Makassar

The findings of this study indicate that the intensity of online game use negatively impacts the Islamic Religious Education (PAI) learning outcomes of students at SD Inpres Perumnas IV Makassar. This decline in learning outcomes is not only evident in the cognitive aspect, in the form of low understanding of the material, but is also reflected in the weak engagement of students in the PAI learning process. From an Islamic Education perspective, PAI learning outcomes do not stand alone as academic achievements, but rather reflect the integration of knowledge ('ilm), inner attitudes, and behavior.²⁶

Theoretically, the negative impact of intense online game use on Islamic Religious Education (PAI) learning outcomes can be explained through the concept of tazkiyatun nafs (self-control). Islamic education views the learning process as part of an effort to purify the soul, which requires controlling desires and managing time responsibly.²⁷ When students spend more time playing online games, the dominance of instant gratification overrides the commitment to learning. This condition hinders students' spiritual readiness to receive and internalize Islamic Religious Education material, thus directly impacting poor learning outcomes.

In Al-Ghazali's framework, useful knowledge can only be obtained if the soul is in a calm and controlled condition.²⁸ High-intensity online gaming can cause students to experience physical exhaustion, lack of focus, and psychological dependence, hindering the internalization of religious knowledge. Consequently, Islamic Religious Education (PAI) material, which should

²⁵ Fatima &. Zulfqar, "Impact of Online Gaming on Emotional Competence," *International Journal of Behavioral Studies* 11, no. 3 (2019): 128.

²⁶ Hasan Langgulung, *Asas-Asas Pendidikan Islam*, Cet. 5 (Pustaka Al-Husna Baru, 2003).

²⁷ Abuddin Nata, *Pendidikan Dalam Perspektif Al-Qur'an* (Kencana, 2016).h 171

²⁸ Al-Ghazali, *Ihya' 'Ulum al-Din, Jilid I* (Dar al-Fikr, 1983).

foster an understanding of the values and meaning of worship, is only perceived superficially, simply to meet academic demands, without deep understanding.

In addition, the concept of repentance in Islamic Education can be understood as a process of self-awareness and behavioral improvement.²⁹ Elementary school students who intensively play online games lack the reflective maturity to recognize that this habit impacts their academic performance. Without the guidance of teachers and parents, students struggle to self-correct their unbalanced time usage patterns. This explains the decline in Islamic Religious Education (PAI) learning outcomes, as the learning process lacks spiritual awareness and self-discipline.

Field findings also indicate that students who play games intensively tend to exhibit behavioral changes, such as becoming easily irritated when asked to stop, appearing tired in class due to lack of sleep, and being less enthusiastic about Islamic Religious Education (PAI) lessons. In some cases, student conversations often revolved around game characters and strategies rather than understanding the religious behavior discussed in the lessons.

The results of this study strengthen the results of previous studies, such as research by Riska Ayunda and Bella Efendi, which both showed that high levels of online gaming activity have an impact on decreasing the quality of students' learning outcomes.³⁰ Nining Yus Mei's research on Mobile Legends also found indications that online games cause reduced academic focus.³¹ Meanwhile, research by Fatima & Zulfiqar confirms that online game addiction can even reduce self-control abilities, which indirectly worsens learning outcomes.³²

Thus, the results of this study confirm that although online games can develop creativity and certain skills, their excessive use in elementary school is a major obstacle in the formation of religious character, spiritual motivation, and academic achievement in Islamic Religious Education (PAI). Therefore, parental control at home and guidance from teachers at school are needed to guide students to be able to use technology in a balanced way, without disrupting the main goal of education, namely to form students who are faithful, moral, and high-achieving.

²⁹ Yusuf Al-Qaradawi, *At-Taubah Ilallah* (Maktabah Wahbah, 1999).h 11-14

³⁰ Riska Ayunda Bella Efendi, "Hubungan Antara Game Online Dan Kecerdasan Emosional Dengan Hasil Belajar Ips Peserta Didik Kels V Sdn 1," *UIN Raden Intan Lampung*, 2019, 24–25.

³¹ Nining Yus Mei et al., "Pengaruh Game Online Mobile Legends Bang Bang Terhadap Hasil Belajar Peserta Didik," *Mau'izhah* 10, no. 1 (2020): 89, <https://doi.org/10.55936/mauizhah.v10i1.47>.

³² Mishal Fatima and Hina Zulfiqar, "Relationship Between Internet Gaming Disorder and Emotional Intelligence Among Male Adolescents," *Life and Science* 4, no. 2 (2023): 6, <https://doi.org/10.37185/Ins.1.1.251>.

The Influence of Intensity of Online Game Use (X) on Emotional Intelligence (Y1) and Islamic Religious Education Learning Outcomes (Y2) of Students at SD Inpres Perumnas IV

There is a significant influence of the variable intensity of online game use on emotional intelligence and Islamic Religious Education learning outcomes of students at the UPT SPF SD Inpres Perumnas IV, Makassar City, based on the results of the MANOVA test obtained. The four significance values (Sig.) show a figure of 0.000, which means it is smaller than the significance level of 0.05. Thus, H_0 is rejected and H_a is accepted, which indicates that the intensity of online game use has a simultaneous effect on emotional intelligence and student learning outcomes. Statistically, the consistency of the significance values in the four multivariate tests strengthens the conclusion that the effects are strong and stable, not just a coincidence. The Wilks' Lambda value which is close to 0 (0.566) indicates that the difference in the average combination of emotional intelligence and learning outcomes is quite large when influenced by variations in the intensity of online game use.

The findings of this study revealed that the higher the intensity of online game use, the lower the emotional intelligence and learning outcomes of students at SD Inpres Perumnas IV Makassar. Students who spent extended periods playing games tended to have difficulty controlling their emotions, were prone to anger outbursts, and were unstable in responding to social situations in the classroom. At the same time, they showed a decreased ability to understand material, were slower at completing assignments, and exhibited declining academic performance, particularly in Islamic Religious Education (PAI).³³

This phenomenon can be explained through the concept of time displacement, where time that should be allocated for learning activities, rereading materials, or religious and social activities, is displaced by intense involvement in the world of digital games.³⁴ Online games, which offer quick rewards, engaging visuals, and intense competitive interactions, create intense emotional experiences. Consequently, students become less accustomed to learning processes that require patience, consistency, and long-term focus. This directly impacts their ability to successfully complete academic tasks.

Within the framework of behaviorist theory, online gaming behavior can be understood as the result of stimuli in the form of feelings of satisfaction and victory that appear repeatedly.³⁵ This repetition forms new behavioral patterns that then dominate children's daily activities. When the positive stimulus from games is much stronger than the rewards in learning, motivation to

³³ Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (Bantam Books, 1995). p 34

³⁴ Robert Kraut et al, "Internet Paradox Revisited," *Journal of Social* 1, no. 58 (2002): 54. p. 54

³⁵ Saul McLeod, *Behaviorism: Theories and Applications*. (Routledge, 2021).

learn weakens. Ultimately, students prefer playing games to completing assignments or practicing emotional control.

From a cognitive development perspective, Piaget explains that elementary school children are still at the concrete operational stage which is characterized by limitations in abstraction abilities, emotional regulation, and impulse control.³⁶ This condition makes them susceptible to activities that offer instant gratification and makes it difficult to balance entertainment needs with academic responsibilities. As gaming addiction increases, their ability to understand Islamic Religious Education (PAI) material, which requires an understanding of values, reflection, and self-control, decreases.

Field observations show that students who frequently play games tend to have difficulty initiating learning activities, are less able to cooperate, and often display impatience during learning activities. Some students appear unprepared for lessons because they play until late at night, resulting in them arriving to school feeling less than refreshed. This results in them being less active, less focused, and unable to perform exercises optimally.

The findings of this study align with various previous studies. Ayuni's study showed that intense online gaming is associated with children's lower ability to manage emotions and focus on learning.³⁷ Nining Yus Mei's research found that excessive involvement in the Mobile Legends game causes children to neglect school obligations.³⁸ Meanwhile, research by Fatima & Zulfiqar states that online game addiction can reduce empathy, disrupt emotional regulation, and significantly affect academic achievement.³⁹

Thus, the results of this study confirm that the intensity of online game use is a risk factor that impacts two important aspects of child development: emotional intelligence and learning outcomes. These two aspects influence each other. Children with unstable emotions tend to have difficulty following learning, while academic difficulties can trigger stress that reduces emotional abilities. Therefore, collaboration between teachers and parents to limit game play time, provide healthy digital guidance, and facilitate activities that strengthen religious values and discipline is essential to support the holistic development of students.

³⁶ Papalia, Diane E., *Human Development. Edisi Ke-15*. (McGraw-Hill Education, 2021).

³⁷ Ayuni & Wulandari, "Dampak Game Online Terhadap Perilaku Emosional Anak." p 48

³⁸ Mei et al., "Pengaruh Game Online Mobile Legends Bang Bang Terhadap Hasil Belajar Peserta Didik." p. 131

³⁹ Zulfiqar, "Impact of Online Gaming on Emotional Competence." p 131

CONCLUSION

This study demonstrates that the intensity of online game use is significantly associated with two important dimensions of elementary students' development at SD Inpres Perumnas IV Makassar: emotional intelligence and Islamic Religious Education learning outcomes. The findings indicate that increased gaming intensity corresponds with lower scores in both outcomes, suggesting that uncontrolled digital entertainment may interfere with students' emotional and academic functioning.

The regression analysis shows that online gaming intensity has a negative and significant effect on emotional intelligence, with a regression coefficient of -0.395, a t-value of -9.292, and a significance value below 0.001. The coefficient of determination of 0.629 indicates that the model explains 62.9% of the variation in emotional intelligence. These findings suggest that students with higher gaming intensity tend to demonstrate weaker emotional regulation, self-control, empathy, and social responsiveness within the context examined.

Online gaming intensity also has a negative and significant relationship with PAI learning outcomes. The regression coefficient of -0.436, t-value of -3.397, and significance value of 0.001 indicate that higher gaming intensity is associated with lower PAI achievement. However, the coefficient of determination is 0.185, indicating that online gaming intensity explains only 18.5% of the variation in learning outcomes. Therefore, most variation in PAI achievement is related to other factors not included in the present model.

The multivariate analysis further indicates a statistically significant simultaneous relationship between online gaming intensity, emotional intelligence, and PAI learning outcomes. Conceptually, these findings can be interpreted through time displacement, emotional regulation, and behavioral reinforcement. Excessive engagement with online games may reduce time available for studying, resting, religious activities, and face-to-face interaction while strengthening preferences for immediate rewards and highly stimulating activities.

Overall, the study highlights the importance of balanced and supervised technology use among elementary school students. Parents and teachers need to provide consistent guidance regarding gaming duration, learning routines, rest, and constructive digital habits without treating online games as inherently harmful. Because this study uses a cross-sectional quantitative design and purposive sample from one school, future research should employ longitudinal or comparative designs and include variables such as parental supervision, learning motivation, sleep patterns, self-control, and socioeconomic background to provide a more comprehensive explanation of students' emotional and academic development.

Research Novelty

The novelty of this study lies in examining the intensity of online game use in relation to two interconnected developmental outcomes simultaneously: emotional intelligence and Islamic Religious Education learning outcomes. Rather than focusing only on academic achievement or behavioral problems, the study integrates emotional and educational dimensions within the context of elementary Islamic education. This provides a broader understanding of how intensive digital gaming may be associated with both students' ability to regulate emotions and their performance in learning that requires concentration, reflection, and value internalization.

A further contribution is the contextualization of online gaming within PAI learning. The findings indicate that the relationship between gaming intensity and PAI outcomes is not limited to cognitive achievement but can also be understood through self-control, discipline, empathy, and management of time. These dimensions are closely connected with the formative objectives of Islamic Religious Education. The study therefore links contemporary digital behavior with emotional development and religious educational outcomes within a single empirical framework.

The different explanatory strengths found for emotional intelligence and PAI learning outcomes also provide an important contribution. Online gaming intensity explains a substantially larger proportion of emotional intelligence variance than PAI learning outcomes, indicating that the relationship may operate differently across developmental domains. This finding opens opportunities for more complex models involving mediating or moderating variables such as self-control, parental monitoring, learning motivation, and sleep quality.

Research Implications

Theoretically, the findings imply that research on children's digital behavior should not examine academic outcomes independently from emotional and behavioral development. Online gaming intensity may intersect with emotional regulation, motivation, time management, and social interaction, which in turn may relate to learning processes. Future explanatory models should therefore integrate psychological, educational, family, and digital-behavior variables rather than assuming a single direct pathway.

Pedagogically, teachers and parents should emphasize digital self-regulation rather than relying solely on prohibition. Students can be guided to establish reasonable gaming schedules, prioritize school and religious responsibilities, maintain sufficient rest, and participate in face-to-face social activities. PAI learning can also incorporate discussions on responsibility, self-control, moderation, and wise technology use so that digital literacy is linked with Islamic character education.

Institutionally, schools can strengthen collaboration with families through digital-parenting education, monitoring of changes in student engagement, and early identification of students experiencing difficulties with concentration, emotional regulation, or learning routines. School interventions should remain proportionate and evidence-based because online games may also provide recreational and social benefits when used appropriately. The primary objective should therefore be balanced technology use that protects learning time, emotional development, and students' overall well-being.

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