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Original Article

The Effect of Online Games on Behavior Phubbing Students

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Abstract. The aim of this research is to find out whether there is an influence of online games on phubbing behavior and aims to see a picture of online games and students' phubbing behavior. The method used in this research uses a quantitative approach. The population and sample in this research were 161 students at Yapeni Citeureup Bogor Middle School. Data analysis used SPSS version 29 software with simple linear regression techniques. The findings in this research are that there is a significant influence of online games (X) on phubbing behavior (Y), seen from the contribution made by online games of 32.9% to phubbing behavior. The influence of the level of online games and phubbing behavior is in the high influence category with a significant value of 0.326%, so it can be stated that the increase in online games causes phubbing behavior.

Introduction

In this digital era, you no longer have to meet in person to communicate with someone. When using a smartphone when gathering in a place and communicating face to face in two or more directions in front of other people, discussion is something that is natural and considered normal and acceptable (Afdal, 2018; Syahputra, 2020). Because the price is increasingly affordable, smartphones have become a popular commodity for all groups, causing market demand for smartphones in Indonesia to continue to increase. As the country with the largest smartphone market in Southeast Asia in 2013, Indonesia recorded total smartphone sales reaching 14.8 million units, while in 2014 sales reached 55 million units and is expected to continue to increase throughout the year by 10 - 15% in 2015 (Hanika, 2015). The Center for Data Collection and Global Statistics conducted a survey in February 2022 and stated that the number of smartphone users had reached 3 billion with the largest number being users in China, India and the United States. Meanwhile, Indonesia is the country with the largest number of smartphones (Yulianti et al., 2022). Based on the "2020 Telecommunication Statistics" report, the number of Smartphone users reached 170.4 million users, meaning that up to 61.7% of the total population in Indonesia are Smartphone users. Therefore, if someone always checks their smartphone, it will appear. Phubbing, also known as phone touching and kissing, is the behavior

of ignoring the person you are talking to in a conversation and concentrating on your smartphone rather than interacting or responding to them.

phubbing behavior in that person (Sulastri et al., 2023). Phubbing is a term used to refer to not respecting the person you are talking to by focusing more on playing excessively with your smartphone. A study found that phubbing can have an impact on physical, mental or emotional and social health (Siagian, 2022). Research informants revealed that phubbing causes feelings of jealousy and sadness because they see the pleasures in other people's lives and compare them with their own life conditions (Subandi et al., 2022). Phubbing is an abbreviation of phonenubbing, which means focusing more on the cellphone than the surrounding environment. Phubbing can be interpreted as a modern way of communication where someone tricks other people into social interactions by focusing on their smartphone and not the conversation. Phubbing can be described as individuals who prefer to use smartphones when talking to other people, using smartphones to facilitate interpersonal communication (Audina & Firman, 2022).

Withdrawal from, behavior of interest or addiction to smartphones can become a social problem such as difficulty in performing daily activities as a disturbance in one's impulse control (Simangunsong & Sawitri, 2018). Tolerance, the existence of awareness within the individual to start establishing communication in the real world, not in the virtual world (Hero, 2021). Apart from these aspects, there are factors influencing phubbing behavior as follows, technology addiction can take the form of social media addiction. FoMo is a form of someone's alienation from themselves. Lack of self-control can lead to various behaviors in individuals, including phubbing behavior. According to Ridho (2019:3), there are three characteristics of phubbing behavior, namely first, being less active in communicating when the individual is in the process of basic social contact, namely controlling nature without any intermediaries. Second, always pay attention to the device without paying attention to the conversation being said. Third, insulting or hurting someone in a social environment (Hamdiyah, 2021).

So online game addiction is a mutual activity with the aim of having fun, filling free time or doing light exercise. Online games are more precisely referred to as a technology rather than a genre or type of game, to connect players together rather than certain patterns in a game (Adiningtiyas, 2017). In addition, online game addiction is something that can be played according to certain rules so that there are winners and losers, usually those who win are not serious or for entertainment (Sundari et al., 2022). Online game addiction is a game with many players that is accessed online via the internet, online games can be accessed using the facility itself, for example mobile games which are a type of game specifically designed and engineered to run on smartphones (Lebho et al., 2020).

However, as time goes by, addiction can also occur to applications found on any complex technology such as cell phones. Addiction can also arise because it occurs repeatedly and continuously. Online games consist of various types, some even use graphics to form virtual worlds that will be occupied in various virtual worlds. Online game addiction is called a part of social activity because there are many games that interact with each other virtually (Surbakti, 2017). Ideally, the duties and responsibilities of adolescents are to focus on efforts to develop social responsibility/interact with the surrounding environment, achieve new, more mature relationship patterns with peers of different genders and moral ethics that apply in society, accept and achieve certain responsible social behavior. responsible in the midst of the community (Kurnia et al., 2020). Some of the negative impacts that arise from online games include making users addicted to online games because the level system in online games requires users to play continuously until they reach a higher level, without realizing it, this makes smartphone users addicted to playing online games (Mais et al., 2020).

This generation is known as the first generation where there is a computer in almost every house. Someone who falls into the millennial generation group is a generation that cannot be separated from computers, gadgets, the internet and games every day (Hajar et al., 2022). It could be said that teenagers' need to access the internet can trump their need to eat, sleep and

play. Online games are a form of digitalization that is occurring and developing currently in the world of technology (Ingkiriwang et al., 2021). Theoretically, the positive and negative effects have been explained in research theory using Carnes' theory, according to which there are characteristics of addictive behavior or addiction, including children whose behavior is out of control. Behavioral patterns of inability to change behavior, change mood and emotions, ignoring other activities such as studying and helping parents (Subandi et al., 2022).

In online game addiction, therefore, this research explains the characteristics that can be recognized about online game addiction as follows: anxiety when playing an online game, namely wanting to play again even though it has already been played and still intending to continue the game, to achieve satisfaction at any time, the feeling of need will continue to increase, there is no choice to stop playing, feeling anxious and emotional when stopping playing online games (Azka et al., 2018). Games are considered as an escape from life's problems, having a feeling of wanting to continuously play to get a higher score or value, individuals lying to family members to ask for money to be used to buy characters can also be acts such as stealing because they need money to play, losing their job Education or career opportunities caused by always playing online games, and every week spending more than 35 hours playing online games (Rompas et al., 2023). Conditions like this make online game addiction increasingly dangerous and make individuals ignore each other when communicating directly. This can be expected because many teenagers feel bored and are less interested in listening to the person they are talking to. Those who care more about cellphones influence the level of empathy they have towards friends around them (Suratni & Kristyana, 2021).

In online games, players can use force to confront enemies and do what they can to win the battle. However, apart from using violence, they also often use harsh words or sentences that are not good when playing online games. The following is an explanation of several online games that contain violence, such as Power Blank (PB), Player Unkown Battleground (PUBG), and Mobile Legend content filled with behavior that is contrary to the character education of children and teenagers. If this behavior persists in the real world, concerns will arise as the child grows. Seeing this reality, of course we understand that playing online games excessively will have a bad impact on an individual's personality, this is in contrast to personality education which always teaches politeness, gentleness, peace and love with the aim of creating better, dedicated people. to God Almighty and maintaining good relations with humans and the surrounding environment (Tohet & Mauliza, 2021). so that behavior taught from childhood becomes part of their personality, and eventually teenagers will gradually control their behavior. Teenagers are expected to try to reduce the habit of playing online games because they can have negative impacts both physically, cognitively and socially. Teenagers are expected to be able to fill their free time with various positive, useful things.

If someone is addicted, it will affect their psychological and physical condition, especially people who are addicted to online games. Life situations like this have a very strong influence on education, especially for teenagers. Adolescents are people who experience changes between childhood and adulthood, these changes include physical changes and emotional changes which are then reflected in behavioral attitudes (Bahtiar, 2022). If someone experiences problems playing online games, if they cannot control themselves, they continue to play online games, considering playing online games as a top priority, the intensity of the game becomes longer, causing problems for themselves, such as worsening relationships with family, social environment and education, etc. This lasts for 12 months. Someone who is addicted to online games will feel a feeling of euphoria or joy and happiness. This can happen because the amount of dopamine in the body increases. When someone who plays online games stops playing online games they will feel annoyed or even depressed because the amount of dopamine in the body decreases, therefore they will continue to look for ways to satisfy themselves and regain a sense of comfort, especially by playing online games (Nursyifa et al., 2020). Researchers are interested in conducting research on this phenomenon because online game addiction has a big influence on phubbing behavior nowadays.

Method

This research is quantitative descriptive research on students at Yapeni Citeureup Middle School, Bogor. The sample in the study was 161 students. The research subjects were selected using a random sampling technique, that is, this technique was taken at random. Generally, random sampling techniques provide the opportunity for all members of the population to become selected specimens. This technique can be used in a population that has a predetermined number of members. The sample used in this research was determined based on the characteristics of all students aged 13 - 15 years. The research subjects were taken at Yapeni Citeureup Middle School, Bogor, totaling 161 students. The scale used is a Likert scale which includes scales for online games and phubbing behavior. Online games scale using four aspects. The online game scale is prepared referring to four aspects, namely (1) compulsiveness, (2) Mood Modification, (3) Tolerance, (4) Conflict. The phubbing behavior scale used in this research is a scale based on three aspects consisting of, daily life disturbance, withdrawal, tolerance. The data analysis technique used in this research is simple linear regression.

Results

Based on the distribution of an online game questionnaire to 161 Yapeni Citeureup Middle School students with 22 statement items.

Table 1. Categorization of *Online Game* Data

Score Interval	Categorization	Frequency	%
≥ 87	Very high	25	15,5%
62 – 74	Tall	58	36 %
49 – 61	Currently	49	30,4 %
36 – 48	Low	23	14,3%
≤ 35	Very Low	4	2,5%
	Total	161	100

Based on the results of the table above, it can be seen that of all the 161 respondents tested, it is known that the number of students who have online games is very low at 4 students or 2.5%, the low level is 23 students or around 14.3%, the medium level is 23 students or around 14.3%. 49 or around 30.4%, high level of 58 students or 36%, very high level of 25 students or 15.5%. The table above shows that students' online gaming levels are generally in the high category.

Table 2. *Categorization of Phubbing behavior data*

Score Interval	Categorization	Frequency	%
≥ 80	Very High	25	15,5%
57 – 68	Tall	63	39,1%
45 – 56	Currently	41	25,5%
33 – 44	Low	23	14,3%
≤ 32	Very Low	9	15,6%
	Total	161	100

Based on the results of the description table above, it can be seen that of all the 161 respondents tested, it is known that the number of students who had very low phubbing behavior was 9 students or around 15.6%, the low level was 23 students around 14.3%, the medium level as many as 41 students around 25.5%, high level as many as 63 students around 39.1%, very

high level as many as 25 students or 15.5%. The table above shows that the level of student phubbing behavior is generally in the high category.

Tabel 3. Simple linear regression results

	SumOf Squares	Df	Mean Square	F	Sig
Regression	9389.241	1	9389.241	79.303	<,001
Residual	18825.231	159	118.398		
Total	28214.472	161			

The significance test table above is used to determine the level of significance or linearity of the regression. Criteria can be determined based on the significance value (sig) test, provided that the sig value is > 0.05. Based on the table above, the value obtained is sig = < 0.05, meaning sig < of the significance criteria (0.05), thus the regression equation model based on research data is significant, or the regression equation model meets the criteria. So it can be concluded that variable X (Online Games) has an influence on variable Y (phubbing). These results show that H0 is rejected and Ha is accepted.

Based on the results of research at Yapeni Citeureup Middle School obtained from the two variables which have been processed using the SPSS version 29 application for 161 respondents, the significance results obtained were <.001 < 0.05, which means that the two variables are linear or there is an influence between online games and phubbing behavior. which means H1 is accepted and H0 is rejected. When examining the dynamics of online games with phubbing behavior. The real differences between the genders of the students became apparent. The data revealed interesting changes that highlight the complex relationship between age, online gaming and phubbing behavior.

This explanation emphasizes research findings that show a lack of difference in online game scores and phubbing behavior among students. These findings indicate that, overall, students demonstrated similar and consistent levels of online gaming and phubbing behavior within groups. The results of this research are supported by previous research journal research conducted by (Tjut & Dhien, 2024). The results of this research are also supported by research conducted by (Bawimbang, 2019) which explains that there is an intense contribution between social media and online games towards phubbing behavior. Social media and online games have an influence on phubbing, the reason that causes phubbing is that with advances in technology, ways of communicating have begun to develop and the search for entertainment has also developed too. Where someone is required to have a smartphone and have a social media account to make communication easier.

The results of research from (Tjut & Dhien, 2024) with the title "The Influence of Online Games on Adolescent Phubbing Behavior in Bukit Indah Village, Soreang Kouta Parapare District" which explains that the calculated t value was 7.633 and the t table value was 0.235, so Ha was accepted. The linear regression calculation obtained b = 0.468 (46%) with a significance level of 0.000, meaning that the use of online games has a positive and significant effect on the phubbing behavior of teenagers in the Bukit Indah sub-district, Soreang District, Parapare City.
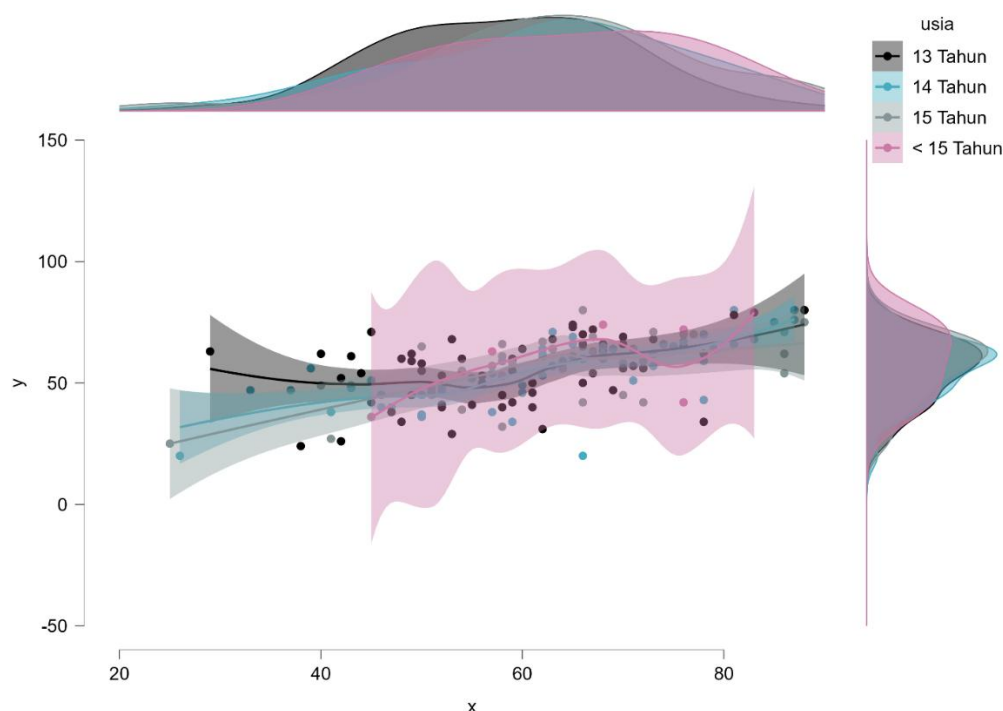
Figure 1. Online gaming and phubbing behavior

In line with research (Ilham & Rinaldi, 2019) with the title "The Effect of Phubbing on the Quality of Friendship in UNP Students" states that the research results show a determinant coefficient (R Square) of 0.444 and p = 0.000 (p < 0.05) that the magnitude of the influence of the variable phubbing on friendship quality is 44.4% and the remaining 55.6% (1100% minus 55.6%) comes from other causal factors that come from outside this regression model, so it can be concluded that the Ha hypothesis is accepted, H0 is rejected.

In line with research (Rahman, 2021), entitled "The Influence of Online Games on Students' Interest in Learning at SD Negeri 2 Serigeni". Based on the research results, the results of the correlation test calculation for the variables x and y are highly and positively related (r = 0.611) between online games and students' interest in learning. If the influence of online games increases among students, interest in learning will decrease. Vice versa. Based on the results of coefficient research determination, the contribution of online games to students' interest in learning is 37.33% while the remaining 62.67% is influenced by other factors such as environmental factors, individual factors, family factors and so on. From the equation resulting from simple regression analysis, it is certain that Y = 32.31 + 0.59X, it can be seen that the value of a (constant) is 32.31 units. This value can be interpreted as meaning that when the online game factor is equal to zero, the learning interest factor that can be formed is 32.31 units. This can be interpreted as meaning that without the online game factor, interest in learning can actually be formed at 32.31 units.

The contribution for researchers is the magnitude of the influence of online games on interest in learning. In line with research (Syifa, 2020), entitled "Intensity of smartphone use, academic procrastination, and student phubbing behavior". The research results show that there is an influence of the intensity of smartphone use on students' academic procrastination behavior and student phubbing behavior simultaneously (F=2.838; 0.026<0.05), 2). The intensity of smartphone use influences students' academic procrastination by 9F=3.990; 0.022<0.05). The intensity of smartphone use influences phubbing behavior (F=4.511; 0.013<0.05) (Syifa, 2020).

The contribution for researchers is that they can provide good direction in the use of smartphones among students.

The results of Novendawati Wahyu Sitasari's research (2021) with the title "The influence of fear of missing out on adolescent phubbing behavior." The sampling technique used purposive sampling with a total research sample of 100 respondents. The FoM0 scale has 14 valid items with a value of (a) = 0.848. The phubbing scale has 20 valid items with a value of (a) = 0.887. The research results show the regression equation $Y = 35.017 + 0.247$ Fear of missing out has an influence of 5.6% on phubbing. Teenagers are more likely to have a high fear of missing out (56%) and phubbing (51%). The crosstab results show that male teenagers do more phubbing. Apart from that, the higher the duration of smartphone use, the more teenagers do phubbing, and teenagers who use social media 3 and >5 are more likely to not phub.

In line with research from (Azhar Aziz. et al. 2023) entitled "the influence of smartphone addiction on phubbing in State 9 Medan Students". Distribution of smartphone addiction on phubbing behavior using a Likert scale. The analytical method used in this research is simple linear regression. Based on calculations, it shows $rxy = 0.487$ with a significance of $p = 0.000$, meaning $p < 0.05$. The results of this research explain that there is a positive influence (B = 0.604) between smartphone addiction and phubbing in students. The determinant coefficient (2) of the influence between the independent variable (X) and the dependent variable (Y) is $r2 = 0.237$, this shows that phubbing is influenced by smartphone diction by 23.7%

It can be concluded that during the school years you will be faced with various kinds of difficulties that will be experienced in the learning process. Therefore, so that learning can run with good results, students must be able to face and overcome difficulties in the form of phubbing behavior and reduce time when playing online games during the learning process. Students who have high phubbing behavior will not have feelings of anxiety and fear during the learning process.

Conclusions

This research aims to determine the relationship between authoritarian parenting styles and sibling rivalry among students at Bhumi Husada Vocational School. Based on the results of the analysis and discussion in this research, the researcher can draw the conclusion that most of the level of authoritarian parenting in class X and XI students at Bhumi Husada Vocational School is in the low category with a score of 66.7%. And at the sibling rivalry level, students at Bhumi Husada Vocational School are generally in the low category with a score of 47.9%.

Based on the hypothesis in this study, it can be concluded that there is a relationship between authoritarian parenting and sibling rivalry among students at Bhumi Husada Vocational School. This was proven after carrying out the results of the analysis using Pearson correlation which was obtained with a significance value of 0,000<0.05 indicates that there is a significant relationship between authoritarian parenting and sibling rivalry, with a correlation value of 0,584, then the level of relationship between authoritarian parenting style and sibling rivalry is moderate. And so these results show that H0 is rejected and Ha is accepted.

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