

The Influence of The Higgs Domino Online Game on The Learning Outcomes of Students

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Abstract

This study aims to determine the effect of the Higgs Domino Online Game on Student Learning Outcomes at SMAN 10 Jenepono. The population in this study were 127 students. The research subjects were 96 students of class XII at SMAN 10 Jenepono, using the simple random sampling technique with the Slovin formula. The research method is quantitative, data was collected using a questionnaire compiled with a Likert scale for each variable, namely the higgs domino online game scale and learning outcomes were tested for validity and reliability. Test the hypothesis with simple regression that has gone through the classic assumption test. Obtained a significance level (P) of 0.000 ($p < 0.05$). This shows that there is a significant influence between the Higgs Domino online game on student learning outcomes at SMAN 10 Jenepono. Then based on the value of R Square (R^2) it can be said that 34.8% of the variation in learning outcomes obtained is explained by the higgs domino online game of 34.8% in this study.

Keywords: Higgs Domino Online Game, Learning Outcomes, Students

INTRODUCTION

In this era, the popularity of internet-based games is increasing among teenagers and adults, this is due to rapid progress in the era of increasingly sophisticated globalization. This phenomenon has raised concerns in various educational institutions, including those managed by the government and the private sector. Society and the education sector are becoming increasingly concerned about the increasing issue of student academic achievement. In line with the rapid progress of internet technology, online games have also seen significant growth. Games on an online basis are a type of game that is based on electronic and visual elements (Rani, 2018).

Online gaming can be accessed via computer, laptop, or mobile device. The obvious fact is that today many individuals own smartphones with capabilities comparable to the components in a computer. The types of games most often played by individuals include MOBA (Multiplayer Online Battle Arena) and Battle Royale such as Mobile Legend, Free Fire, Call of Duty Mobile, and higgs domino (Irfan Putra Talo, 2022).

Among the many online games available, one that is currently popular and considered a business opportunity is higgs domino. Higgs domino is a gaming platform that allows users to play gapple, poker and slots. Betting in this game is done using chips as a substitute for in-game currency, not real money. Apart from that, in the Higgs Domino online game, there is also a trading or transaction feature using chips as a buying and selling medium (Hardiyanti Siti, 2022).

Higgs domino players participate in online games, even though they rely on luck, but it is important to understand the basics of this online domino game first. The Higgs domino Island game is played by a group of 2-4 individuals in each round. Each participant will be given seven cards which must be arranged into two pairs of values. The participant who is the first to draw a card of a different suit or with the lowest combination value will be recognized as the winner. The assessment of the value of this card is based on the sum of the two numbers on the back of each card. Each individual will receive seven cards if there are four participants. During the course of the game, players place coin bets. If a player is unable to draw cards against his opponents, 150 thousand coins will be deducted from the player's coin balance and given to his opponents. This coin allocation is regulated by the Higgs domino game application (Rahayu: 2020).

Higgs domino, a game that is currently on the rise among gamers, is experiencing a high increase in popularity among the public. Previously, popular domino games, such as cards and qiu-qiu, were all very popular. However, the situation changed when various other variations of the Higgs domino game appeared in the application, including variants such as chess domino qiu-qiu and poker. In these variants, players have the opportunity to play between one player and another (player vs player) or slots (Hardiyanti Siti, 2022).

After several years have passed, many individuals are involved in this game, especially in one of the popular variants of Higgs Domino, namely the slot game. This type of game has the potential to generate huge amounts of chips for those who get lucky in the game. This sparked the interest and curiosity of many people to try playing, and in some aspects, similar to the influence of gambling games, slot games also create dependency among players. Individuals who are unlucky in the game try to overcome their addiction by purchasing chips from those who are successful in the game. As time went by, chips in the Higgs domino game began to be bought and sold because there were many requests to buy them, even though the number of winners in the slot game was limited. After several years, the number of players in this game increased because they were attracted by the high value of the price of Higgs domino chips that could be traded (Hardiyanti Siti, 2022).

One of the results of the widespread progress in the online game Higgs domino is the formation of community groups that provide a place for gamers to share their knowledge about

the game. Not only that, these groups also become a space for expression which turns itself into a lifestyle. The culture of playing games has become a way of life that is popular with various levels of society, especially the younger generation, teenagers, and even children in elementary schools, both in urban and rural environments. However, keep in mind that technology has limits and risks, including in gaming use. Games have addictive properties that have the potential to affect children's psychological well-being (Irfan Putra Talo, 2022).

Several incidents were noted that a number of game players, especially those involved in the online game higgs domino, experienced unproductive time wastage due to their dependence on the game. Some even sacrifice important aspects of daily life, including neglecting personal health by not bathing and eating, as well as neglecting obligations such as working and completing tasks that must be completed. Because of this, concerns arise among some parents when their children become interested in online games, despite the fact that there are positive effects that can be seen from these games, such as developing strategic skills in children. Coinciding with the increase in the number of game players, especially teenagers, this tends to sacrifice school time or even skip school just to play online games, thus disrupting the regularity of school activities because many students' achievements decline due to playing online games. At SMAN 10 Jeneponto, teenagers actively seek out activities such as attending recitations, participating in sports activities, being involved in social activities, and so on.

Faturahman Rahman Arimin (2022) in his research on class VIII students of Islamic Religious Middle School at SMP Negeri 1 Mappakasunggu, Takalar Regency, showed that using the Higgs domino online game was in the medium category, student learning achievement (in Islamic Religious Education Subjects) was also in the category currently. Apart from that, there is a strong influence between playing online games and student learning achievement.

RESEARCH METHODS

This research uses quantitative methods (Sugiyono, 2019). The population in the research was 127 students in class

This research uses a scale compiled by researchers referring to the Likert scale. Scale Gaming place, a place where students usually spend their time playing online games. Time for playing online games includes the average use of playing online games, types of online games including the tendency of games that are often played, the tendency to do assignments rather than playing online games. Online games are structured using aspects stated by Taufik (Muhhammad Machfud, 2020), including a place to play games, a place where students usually spend their time playing online games and the Aspect Learning Outcome Scale proposed by Anderson and Krathwol in (Fathurahman Arimin, 2022), namely, Cognitive, Affective and Psychomotor. Based on this, the indicators are: Knowledge, understanding, application, analysis, synthesis, evaluation, receiving/attending, responding or answering, valuing, organization, character and skill.

Data analysis uses product moment correlation. The product moment correlation method is a statistical technique used to test the associative relationship between two variables if the data used is on an interval or ratio scale. This method was chosen because the aim of this research was to find the relationship between the independent variable and the dependent variable. Descriptive analysis is usually used as an initial step in data analysis before hypothesis testing or other further analysis is carried out (Sugiyono, 2014). After that, an inferential analysis was carried out which consisted of two stages, namely assumption testing and hypothesis testing. Prerequisite tests include normality and linearity tests, both of which must meet the requirements. Next, hypothesis testing is a procedure for drawing final conclusions regarding acceptance or rejection of a hypothesis.

RESULT AND DISCUSSION**Respondent Characteristics****Table 1. Characteristics Based on Gender**

Gender	Frequency	Percentage %
Man	64	66.67%
Woman	32	33.33%

Based on the table data above from 96 respondents, the characteristics of 64 male respondents with a percentage of 66.67% were obtained and 32 female respondents with a percentage of 33.33%.

Table 2. Characteristics Based on Age

Age Category	Frequency	Percentage%
15-16	5	5.21%
17-18	91	94.79%

Characteristics of respondents based on age, there were 5 respondents aged 15-16 years with a percentage of 5.21%, 91 respondents aged 17-18 years with a percentage of 94.79%, this means that most of the respondents in this study were aged 17-18 years with a percentage of 94.79%.

Hypothesis testing**Table 3. T test**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	103,474	8,490		12,188	,000
X	,492	.122	,384	4,033	,000

Based on the SPSS output results table above, we can see that the calculated t value of the variable (x1) is greater than the t table value ($4.033 > 1.295$). The significance value obtained is 0.000, while the probability value is 0.05, if the significance value is < 0.05 , it means that the independent variable has an effect on the dependent variable, so in this case the sig value is obtained $0.000 < 0.05$ so that the Higgs domino online game variable has a positive effect and significant impact on student learning outcomes at SMAN 10 Jeneponto.

Table 4. R Square Test

Model Summary b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.384a	.348	.138	6,004

Based on the table (Model Summary) it is known that the R Square value is 0.348. Based on the R Square (R²) value, it can be said that 34.8% of the variation in learning outcomes obtained is explained by the Higgs domino online game, while 34.8% of the variation in learning outcomes cannot be explained by the Higgs domino online game but can be explained by other factors not observed by researchers amounted to 65.% ($100\% - 34.8\%$).

Discussion

Based on research results, especially on each scale. Higgs Domino Online Game Scale, the majority of respondents, namely 58.33%, were in the medium category on the Higgs Domino

online game scale. This gives an idea of the balanced use of students' time in playing online games. However, there are 45.83% of students who fall into the high category, indicating that there is a significant group that is highly involved in gaming. From the analysis of aspects such as place to play, time to play, type of game, and tendency towards assignments rather than play, it can be concluded that many students tend to be wise in managing their play time and have varied interests in types of games. This indicates that online gaming may be part of their routine, but does not completely dominate their time and attention.

Analysis of the Learning Outcomes Scale shows that the majority of students, namely 46.88%, have affective learning outcomes in the medium category. This shows that the majority of students have a balanced response to the lesson material, illustrating a moderate interest and response to the lessons taught. Especially the cognitive and psychomotor aspects show stronger results. 53.13% of students had high cognitive learning outcomes, indicating that understanding and application of lesson material appears to be strong among students. 37.50% of students have high psychomotor learning outcomes, which illustrate good practical skills in applying the material.

The high popularity of online games that reach various levels of society, including children and adults, has the potential to have a positive impact on learning outcomes. Sudjana (2019) defines learning outcomes as skills possessed by individuals after experiencing the learning process. The concept of learning outcomes consists of two words, namely "results" and "learning". The word "results" refers to achievements obtained through effort, while "learning" has various meanings, including changes that occur in individuals after experiencing certain processes. Indications that an individual has experienced a learning process can be seen from changes in their actions or behavior, such as experiencing a transformation from ignorance to knowledge or from not understanding to understanding.

The level of progress in a person's understanding and mentality after learning has more favorable characteristics when compared with the previous situation. To create mental changes that last over a long period of time, a repeated learning process is required, which eventually accumulates and does not disappear easily. This is due to the fact that learning outcomes not only influence knowledge, but also shape the identity of individuals who are always eager to achieve superior achievements. This is what contributes to changes in thought patterns and encourages more positive actions (Sudjana, 2019).

According to research by Dani, Sukidin (2019), playing games excessively can have detrimental effects on cognitive abilities. The bad impacts of playing games tend to be felt more strongly if someone becomes too dependent on the game. When someone is too immersed in games, children, for example, may not be able to complete school assignments well, lack focus during learning activities, and even experience an inability to remain concentrated in class and may even miss school. For example, if a student becomes too engrossed in playing online games, he may neglect the school assignments that must be completed. Due to the lack of completion of these assignments, the impact will affect student learning outcomes as a whole.

With the rapid advancement of internet technology, the impact is very significant for students. In this global era, the internet, which was originally used for browsing, sending e-mail, communicating via chat, and playing online games, has now experienced an extraordinary evolution. Continuous technological developments have also presented various types of interesting online games. The increasingly rampant existence of online games has resulted in students' interest tending to be more focused on playing online games rather than focusing on learning activities (Nanda Anisa, 2020).

According to Nanda Anisa (2020), the impact of using online games is felt very quickly by children who are actively playing. However, the crux of the problem is not just about the game itself, but rather the tendency to become too attached to the activity of playing online games. Online games have characteristics that make them addictive or addictive, as can be seen

from the daily pattern of those who spend up to 3 to 5 hours per day just playing online games. The impact of this is that children's learning outcomes are disrupted, where a lot of time that should be used for other things is instead spent playing online games, and this has an impact on the quality of the child's learning outcomes.

In research conducted by Rahayu and Edy (2015, 228), it was stated that playing online games excessively can have unfavorable effects, such as affecting the socialization of individuals who play games; lack of attention to the surrounding environment; and a tendency to be more secretive.

This is in line with research conducted by Faturahman Rahman Arimin (2022) in his research on class VIII students of Islamic Religious Middle Schools at SMP Negeri 1 Mappakasunggu, Takalar Regency, showing that the use of the Higgs domino online game in the medium category affected student learning achievement (in Education Subjects). Islam) is also in the medium category. Apart from that, there is a strong influence between playing online games and student learning achievement, so in this case the lower the students' ability to play the Higgs Domino online game, the higher the learning outcomes will be and vice versa.

Based on the analysis in this research obtained from hypothesis testing, it shows that the significance of the Higgs Domino online game on learning outcomes is $0.000 < 0.05$, which means that there is an influence between the Higgs Domino online game on the learning outcomes of students at SMAN 10 Jeneponto with a sample size of 96 students. that the R Square value is 0.348. Based on the R Square (R²) value, it can be said that 34.8% of the variation in learning outcomes obtained is explained by the Higgs Domino online game, while the variation in learning outcomes cannot be explained by the Higgs Domino online game but can be explained by factors. -other factors not observed by researchers amounted to 65.% (100% - 34.8%). It is important to ensure that students have the right balance between online gaming time and study time. Excessive involvement in online games without proper settings can disrupt the learning process.

CONCLUSIONS

Based on the results of the research that has been carried out, it can be concluded that there is a significant influence between *gamesonline* Higgs dominoon student learning outcomes at SMAN 10 Jeneponto.

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