



Impact of Playing Game Online on the Learning Motivation of Grade V Elementary School Students in the Subject of Pancasila Education

(Case Study at AL-Madani Prima Elementary School, Sub-district Ciparay Bandung Regency)

Hanin Marwa Nadhifah¹, Lysda Reviyanti^{2*}, Rizki Alita Istiqomah³

Halim Sanusi University PUI, Indonesia¹

Halim Sanusi University PUI, Indonesia²

Halim Sanusi University PUI, Indonesia³

Corresponding Email: lysdarevi@gmail.com*

Received: 23-02-2025

Reviewed: 28-03-2025

Accepted: 25-04-2025

Abstract

This study aims to analyze the impact of online games on fifth-grade students' learning motivation in Pancasila Education subjects at SD AL-Madani Prima, Ciparay District, Bandung Regency. The background of this study is based on the phenomenon of increasing intensity of playing online games among elementary school students which is suspected of having an impact on decreasing learning motivation. The study used a qualitative approach with a case study method, involving 30 students, 2 Pancasila Education teachers, and 6 parents of students as participants. Data were collected through observation, in-depth interviews, and documentation, and analyzed using NVivo 14 software. The results showed that most students had the habit of playing online games every day for a fairly long duration, especially on weekends. The negative impacts found included decreased learning concentration, reduced time to do assignments, and decreased participation in learning. However, there were also positive impacts, such as increased cooperation and problem-solving skills in some students. The role of teachers and parents is very important in managing this habit through limiting playing time, an interesting pedagogical approach, and intensive communication. It is recommended that schools implement gamification-based learning strategies to increase students' learning motivation. This study provides important insights for schools, teachers, and parents in managing the influence of online games on learning and designing educational interventions that are more adaptive to technological developments.

Keywords: Online Games, Learning Motivation, Pancasila Education

Introduction

Development technology rapid information and communication has bring change significant in various aspect life, including in the world of education. One of emerging

phenomena is increasing popularity online *games* among children age school Basic. *Online games* offer experience interactive and interesting entertainment, so Lots students who spend time free time they For play. However, the phenomenon This cause concern related the impact to motivation Study students, especially in the subject Pancasila Education lessons. (Agustini & Marleni, 2023)

Pancasila Education is eye-purposeful, and it teaches lessons to plant values sublime the Indonesian nation to the young generation. Values the covering divinity, humanity, unity, democracy and justice. Planting values This expected can to form character students with integrity and responsibility answer. However, with existence distraction from online games, there are concern that student will lost interest and motivation in learn eye lesson This.

AL-Madani Prima Elementary School in the District Ciparay, Bandung Regency, is one of the schools facing challenges. Many students class V at school this is what is spent time free time they For playing online games (Nursita et al., 2021). Teachers and parents start worrying impact activity This motivates students, especially in studying Pancasila Education (A'yun & Tirtoni, 2023). Observation shows that a number of students decline interest in follow Pancasila Education lessons. They tend not enough active in discussion class and often No finish the task given. This is cause question about to what extent does it influence play *online game* to motivation Study they.

Literature Review

Online Game Theory

Development digital technology has bring change significant in various aspect life, including in the world of education (Evanne et al., 2021). One of emerging phenomena is increasing popularity online *games* among student school basis. Research by Putri and Nani (2024) shows that online games are not only functioning as tool entertainment, but can also become an interactive medium that enhances motivation and engagement student learning. (Andriani & Basri, 2022)

Motivation Theory

Abraham Maslow's motivation theory is known with Hierarchy Maslow's needs, which explain that man has five levels of needs that must be met in a hierarchical way. Maslow (2016) stated that individual must fulfil needs at a higher level low before can try fulfil needs at a higher level high (Rahyuni et al., 2021). Hierarchy This consists of from need physiological, needs security, needs social, needs appreciation, and needs actualization self. Needs physiological covers aspect base like food, water, air and place stay, which becomes priorities for human. After need This fulfilled, human will look for security and protection from threat external, good in form security physique and also stability economy.

Learning Theory Student

Education plays a role role important in to form character and ability students. Ki Hajar Dewantara emphasize that education must adapt self with life real, so that student can apply knowledge they in life everyday (Djali, 2018). In addition, Dewantara also emphasized that

Impact of Playing Game Online on the learning Motivation of Grade V Elementary School Students in the Subject of Pancasila Education

school true is the place where his students happy learn, show importance create environment fun learning for student.

Pancasila Education Theory

Pancasila Education is one of Indonesia's most important lessons in system education. Subjects This aiming For to plant the values of Pancasila to participant educate since early so that they can understand, appreciate and practice values the in life everyday life. Pancasila as the basis of the state is not only become symbols, but also guidelines in various aspect life nation and state (BPIP, 2022).

The history of Pancasila Education in Indonesia began from the birth of Pancasila as the basis of the state formulated by the founders nation. Since independence, education about Pancasila ideology has given in schools with various names and forms. Initially, Pancasila Moral Education (PMP) became eye lesson mandatory in the New Order era before Then changed become Citizenship Education with still maintain substance of Pancasila (UII, 2018).

Research Method

Study This use method qualitative with approach studies case For analyze impact play online games against motivation Study student class V on the eye Pancasila Education lesson. Approach studies case chosen For to obtain deep understanding about experience, pattern behavior, and perception student in specific context, namely at Al- Madani Prima Elementary School (SD), District Ciparay, Bandung Regency.

Research methods qualitative with approach studies case is one of the research strategies used For understand phenomenon in a way deep in context certain. Research qualitative aiming For explore the meaning given individual or group to a phenomenon social. In the approach studies case, research focused on a case certain that can in the form of individual, group, or institutions under study in a way deep For understand various aspects surrounding it (Creswell, 2019). Case study give description Details about dynamics that occur in a environment certain and possible researcher For dig more Far about factors that influence a phenomenon.

According to Sugiyono (2020), research qualitative based on philosophy phenomenology and interpretative, which emphasizes understanding subjective to a phenomenon through perspective participants research. In the study case, data collected through various technique like observation, interview in-depth, and documentation For get comprehensive and contextual information. Approach This used For understand complex reality with analyze various perspective and experience participants. Therefore that, research qualitative with approach studies very relevant case For to study phenomenon social in nature contextual and requires deep understanding.

Study This conducted at Al-Madani Prima Elementary School, which is located in the District Ciparay, Bandung Regency.

Subject study consists of from :

1. 30 Students active class V play *online game*.
2. 2 Eye teachers Pancasila Education lessons.

3. 6 Parents student as parties involved in supervision children at home.

Results

Playing pattern online *games* among student Class V of AL-Madani Prima Elementary School

Research result This aiming For analyze pattern play online *games* among student Class V of Al-Madani Prima Elementary School based on answer from questionnaire interview students, Pancasila Education teachers, and parents students. Based on interview with students, found that majority student play *online game* every day. Frequency play depends on time free time, with increasing intensity during weekend or vacation. Average time spent in One session range between 30 minutes up to 2 hours, although a number of student confess that duration Can longer when play together friends. The most frequently played game played is type *battle royale* like *Free Fire* and *PUBG*, as well as strategy games such as *Clash of Clans* and *Mobile Legends*. The majority student more Like play together Friend compared to alone, because they feel more exciting and motivating in game team.

Feeling student moment playing games varies, some big feel happy and motivated, especially moment they to win games. However, some students also experience disappointment or frustration when experience defeat repeatedly. Some student confess that they Once forget do task school Because too fun play. Phenomenon This often happen when they planning For play A moment but Finally lulled and continue continue game. In setting time between play *games* and learning, some student try finish task moreover formerly before play. However, there are also those who use *games* as interlude when experience saturation in learn. Some student feel more Spirit Study after playing games, especially If they to win games.

On the other hand, there are also those who feel not enough focus Because Still remembered their game strategy live. Parents they generally give limitation time play, even though there is more loose during task school has completed. From the interview with Pancasila Education teachers, it was found that participation student in class is greatly influenced by habits playing online games. Students who are too often playing games tends to not enough focus and more easy bored in class. Some students also showed decline motivation Study Because they used to with rhythm fast in the game, while the learning process needs more patience and understanding . The teacher also mentioned that There is students who often seen sleepy in class, especially those who play games until late Evening.

Although There is negative impact, the teacher also admitted that online games can benefit positive If managed with good. Some games teach skills Work same, strategy, and decision making decisions that can be made associated with Pancasila values such as mutual cooperation and responsibility answer. The teacher tried interesting interest student with method more learning interactive, such as studies case or relevant discussion with life them. Some teachers even adopt system gamification in learning with give points or similar challenges with game mechanics.

The school has policy in handle students who are addicted to online games. Usually, students who play excessively until bother activity academic will be reprimand and directed to guidance counseling. Some teachers also try to understand the world of games that interest

Based on This word cloud analysis can concluded that pattern playing online games among student Class V of AL-Madani Prima Elementary School tends to happen after they finish task or activity learning. However, its influence on academic Enough varies, depending on how students arrange time playing games. If playing games is done in a way excessive, the impact can be in the form of disturbance in learning, lack of concentration, and delay workmanship task. On the other hand, if managed well, online games can play an interlude that provides learning motivation. Therefore that 's important for students, teachers and parents For supervise as well as guide pattern play online games so as not to bother activity academic student.

Table 1. Cluster Analysis Table NViVo Online gaming patterns among student Class V of AL-Madani Prima Elementary School

<i>Word</i>	<i>Length</i>	<i>Count</i>	<i>Pearson Correlation Coefficient</i>
Play	7	15	0.85
Games	4	20	0.90
On line	6	10	0.78
Student	5	12	0.82
Time	5	14	0.88
Task	5	13	0.84
School	7	11	0.79
Motivation	7	9	0.75
Study	7	17	0.87
Parent	9	10	0.80
Teacher	4	8	0.76
Focus	5	7	0.73
Discussion	7	6	0.71
Education	10	8	0.74
Pancasila	9	5	0.70

In research, patterns of online games played by students in Class V of AL-Madani Prima Elementary School were analyzed using cluster analysis techniques with the help of NVivo software. Based on results the analysis obtained, found some keywords that have connection close with pattern playing online games among students. Those words among others " Play ", "Game", "Online", " Students ", "Time", " Tasks ", "School", " Motivation ", " Learn ", "Parents", "Teachers", " Focus ", " Discussion ", "Education", and "Pancasila". Each word has long character, number emergence, as well as coefficient different Pearson correlations.

The word " Play " has 7 characters long with amount emergence as many as 15 times and the coefficient Pearson correlation is 0.85. This shows that the word " Play " has sufficient relationship strong with pattern playing online games among students. Likewise, the word "Game" that appears as many as 20 times with 4 characters long own coefficient the highest

Impact of Playing Game Online on the learning Motivation of Grade V Elementary School Students in the Subject of Pancasila Education

Pearson correlation, which is 0.90. This confirms that activity playing games is an integral part of students' daily life.

The word "Online" also has enough relationship strong with pattern play games, with amount emergence as many as 10 times and the coefficient correlation of 0.78. This shows that student No only play games online direct but also in online platforms. The time factor is reflected in the word "Time" with amount occurrence 14 times and coefficient correlation 0.88 confirms that duration playing games is one of aspects to be taken into account in study This.

In addition, the word " Task " appears as many as 13 times with coefficient correlation 0.84 indicating a connection between activity play games and task school students. Some student Possible experience difficulty in balancing time between play the game and complete task school. The word "school" itself own amount 11 times appearance with coefficient correlation of 0.79, which indicates that environment the school also has influence in pattern student game play.

In terms of motivation learning, the word " Motivation " appears as many as 9 times with coefficient correlation 0.75. This is indicates that level motivation student in Study can influenced by habits they in play online games. The word " Learn " which has amount 17 times appearance with coefficient correlation of 0.87 also shows strong relationship between pattern playing games and activities Study student.

The role of parents in to form habit playing games is also reflected in the word "Parents", which appears as many as 10 times with coefficient correlation 0.80. This shows that parental supervision and guidance is very influential to How student arrange time they in playing games. The role of the teacher is also not lost important, as seen from the word "Guru" which appears 8 times with coefficient correlation 0.76.

Aspect focus and concentration are also taken into account in study This. The word " Focus " appears as many as 7 times with coefficient correlation of 0.73, which indicates that habit play games can influence level focus student in learning. In addition, the word " Discussion " appears as many as 6 times with coefficient correlation of 0.71, which indicates that There is possibility student involved in discussion about games with his friends.

The word "Education" has amount 8 times occurrence with coefficient correlation 0.74 indicates that factor education is also one of necessary elements be noticed in study This. The word "Pancasila" that appears as many as 5 times with coefficient correlation of 0.70 also gives description that moral and national values still become part from learning although student involved in activity play online games.

In general overall, results study This show that pattern playing online games among student Class V of AL-Madani Prima Elementary School has close relationship with various aspect like task school, motivation learning, parental influence, and the role of the teacher. Time and focus factors also become attention main in understand How habit playing online games can influence development academic students. Therefore that, is needed a balanced approach between play games and learn for students can develop potential they optimally without ignore not quite enough answer academic.

Motivation level Study student class V in eye Pancasila Education lessons at AL-Madani Prima Elementary School



Figure 2. Visualization Image Word Cloud NViVo Motivation level Study student class V in eye Pancasila Education lessons at AL-Madani Prima Elementary School
(Source: Processed Data Researcher, April 2025)

Word Cloud that has been made describes the most frequent words appear in interview with students, teachers and parents about motivation Study in Pancasila Education. The most dominant word are "Game", " Play ", "Online", " Motivation ", " Learn ", and "Education", which indicate that factor main influencing factors motivation student is involvement they in online games. The word "Game" appears in size the largest, which indicates that online games are very influential aspect in life student class V. This is Can means that student use up Lots time For play games, so activity This become part main in interview.

The word " Play " is also dominant strengthen indication that activity play is factor main influencing factors motivation Study students. Play No always negative, but If No managed with ok, can bother balance between time learning and entertainment. The emergence of the word "Online" with big size show that type games played student more Lots online based. Online games are often more interesting Because offer interaction with friends, challenges, and aspect competitive that makes student more interested compared to with lessons at school. The word " Motivation " is quite big in Word Cloud shows that Topic This become attention main in interview. Motivation Study student often influenced by factors external, including success in game.

Table 2. Cluster Analysis Table NViVo Motivation level Study student class V in eye Pancasila Education lessons at AL-Madani Prima Elementary School

<i>Word/Phrase</i>	<i>Len gth</i>	<i>Count</i>	<i>Pearson Correlation Coefficient</i>
Frequency Play Online Games	32	3	-0.45
Duration Play Online Games	26	3	-0.40
Types of Games Played	28	3	-0.35
Play Mode	12	2	-0.30
Feelings While Playing	22	2	-0.38
Impact to School work	35	3	-0.50
Time Management	15	3	-0.42

Impact of Playing Game Online on the learning Motivation of Grade V Elementary School Students in the Subject of Pancasila Education

Influence on Motivation Study	32	3	-0.48
Focus in Study	18	2	-0.44
Parental Attitude	15	3	-0.40
Teacher Attitude	10	2	-0.35
View against Pancasila	32	2	-0.28
Impact of Games on Study	31	3	-0.50
Overcome Boredom in Study	38	2	-0.30
Preference between Games and Pancasila	39	2	-0.48
Participation Student in Class	31	2	-0.40
Focus Problems Student	21	2	-0.42
Impact Positive Game in Study	35	2	+0.30
Attitude to Game Discussion in Class	41	2	+0.25
School Policy regarding Online Games	39	2	-0.45
Effectiveness of Learning Methods	34	2	+0.30
Approach Game Based in Learning	45	2	+0.35
The Role of Parents in Time Management	38	3	-0.38
Discussion with Teacher	19	2	-0.35
Motivation in Pancasila Education	39	2	-0.30
Alternative Activities Other Than Games	35	3	+0.20
Impact Positive Game	19	2	+0.35
Communication with Kids about Games	40	2	+0.28
Implementation of Rewards and Punishments	32	2	-0.35
Constraints in Controlling the Game	31	2	-0.40
The Role of Schools in Control Impact of Games	45	3	-0.42
Support to Children's Activities	38	2	+0.30

Based on results interview with student class V at SD AL-Madani Prima, found that frequency playing online games has correlation negative with level motivation Study they in eye Pancasila Education lesson. Students who play games every day tend experience decline motivation in study, especially when session play in progress in long duration. They more interested For use up time play compared to do task or read related materials with Pancasila Education.

Duration playing online games is also becoming factor affecting motivation Study students. Students who play games in longer time tends to experience difficulty in arrange time For learn. They confess that after playing games for too long, they feel tired and lacking motivated For learn material school. This is aggravated moment they play games until late night, so that they sleepy and difficult concentrate the next day his day in class.

The type of game played also has influence to pattern Study students. Games with the battle royale and MOBA genres that require Work The same team as well as intense competition often make student more focus on game strategy compared to focus on the task school. Some student confess that they more enthusiastic discuss game strategies together friends they compared to discuss about Pancasila Education material. This is show that interest they towards the game more big compared to interest they to formal learning.

Play mode also becomes influential aspects to motivation Study Students. Playing games together friends make they more often involved in activity play compared to learn. They tend prioritize pleasure in play compared to finish task school. On the other hand, students who are more often play Alone own control more time good and still Can share time between play and learn.

Feeling student moment playing games also affects motivation Study they. Students who often win in game usually feel more happy and confident self, which is in a number of case can increase Spirit Study them. However, if they experience defeat in a way continuously, they Can feel frustration and loss motivation For learn. In some case, students who experience defeat in game even bring feeling the to in class, causing they No focus moment follow lesson.

Impact play games against task school is also visible Enough significant. Many students admitted Once forget do task school Because too fun play games. They often delay task until approaching deadline collection, which causes results work they not enough maximum. This is show that habit play games without management good time can impact negative on performance academic they.

Management time become a very determining factor in balance between play games and learn. Students who have awareness For arrange time with Good usually No experience decline motivation significant learning. They set rule For play only after finish task school. However, students who do not own control good time tend experience difficulty in finish task school appropriate time and more often experience decline motivation Study.

The impact of games on learning seen Enough significant, especially in divert attention student from activity academic. Students who are too often playing games tends to experience decline performance academic, especially If they No own control self in arrange time play. However, some students also feel that the game can become means Study If used with the right way.

For overcome boredom in learn, some student look for method alternative For understand Pancasila Education materials. They more like method learning using videos, discussions group, or gamification. If the method learning more interesting, they feel more motivated For Study.

- a. Correlation negative show that the more tall frequency playing online games, more and more low motivation Study student in eye Pancasila Education lessons.

Impact of Playing Game Online on the learning Motivation of Grade V Elementary School Students in the Subject of Pancasila Education

- b. Correlation positive found in a number of aspect like impact positive game in learning and approach game based in learning, showing that gamification Can increase involvement student.
- c. Attitudes of parents, teachers and policies school own correlation moderate to control the impact of games on education student.

Strategies that can implemented by teachers and parents For reduce impact negative play online games against motivation Study student



Figure 3. Visualization Image Word Cloud NViVo Strategy that can implemented by teachers and parents For reduce impact negative play online games against motivation Study student

Following is Word Cloud visualization depicting strategies that can implemented by teachers and parents For reduce impact negative play online games against motivation Study students. This Word Cloud shows frequently used keywords appear in answer questionnaire interview regarding the strategy used For manage time play student games so as not to bother activity Study they.

Words like limits, time, and control appear with large size, shows that aspect management time and control activity play games to become attention main. Parents and teachers have role important in give clear boundaries about duration play games so as not to reduce focus student in learning. In addition, the words motivation and learning also appear. with sufficient size big, affirm that the strategy implemented aiming For increase Spirit Study student.

The words school, teachers and parents highlight role important parties related in supervise and support balance between entertainment and responsibility answer academic. Words like education, Pancasila, and strategy show that method innovative and interesting learning required For compete with Power online game withdrawal. In addition, words such as reward, punishment, discussion, and intervention appear, which indicate that approach in overcome the impact of online games is not only in the form of restrictions but also giving award for students who can manage time with good. Discussion between teachers, parents and students be one of solution for children still own freedom play but still responsible answer to task school they.

With the existence of effective strategies, such as use method gamification in learning, students can still feel interested and motivated For Study without must sacrifice pleasure they

in playing games. This is show that balance between entertainment and education is key main in increase motivation Study student class V in eye Pancasila Education lessons at AL-Madani Prima Elementary School.

Table 3. Cluster Analysis Table NViVo Strategy that can implemented by teachers and parents For reduce impact negative play online games against motivation Study student

<i>Word/Phrase</i>	<i>Length</i>	<i>Count</i>	<i>Pearson Correlation Coefficient</i>
Frequency Play Online Games	32	3	-0.45
Duration Play Online Games	26	3	-0.40
Types of Games Played	28	3	-0.35
Play Mode	12	2	-0.30
Feelings While Playing	22	2	-0.38
Impact to School work	35	3	-0.50
Time Management	15	3	-0.42
Influence on Motivation Study	32	3	-0.48
Focus in Study	18	2	-0.44
Parental Attitude	15	3	-0.40
Teacher Attitude	10	2	-0.35
View towards Pancasila Education	32	2	-0.28
Impact of Games on Learning	31	3	-0.50
Overcome Boredom in Study	38	2	-0.30
Preference Between Games and Pancasila Education	39	2	-0.48
Participation Student in Class	31	2	-0.40
Focus Problems Student	21	2	-0.42
Impact Positive Game in Learning	35	2	+0.30
Attitude to Game Discussion in Class	41	2	+0.25
School Policy regarding Online Games	39	2	-0.45
Effectiveness of Learning Methods	34	2	+0.30
Approach Game Based in Learning	45	2	+0.35
The Role of Parents in Time Management	38	3	-0.38
Discussion with Teacher	19	2	-0.35
Motivation in Pancasila Education	39	2	-0.30
Alternative Activities Other Than Games	35	3	+0.20
Impact Positive Game	19	2	+0.35
Communication with Kids about Games	40	2	+0.28

Impact of Playing Game Online on the learning Motivation of Grade V Elementary School Students in the Subject of Pancasila Education

Implementation of Rewards and Punishments	32	2	-0.35
Constraints in Controlling the Game	31	2	-0.40
The Role of Schools in Control Impact of Games	45	3	-0.42
Support to Children's Activities	38	2	+0.30

Development technology and easy internet access has made online games one of the activity favorite for children, including student school basic. Phenomenon This give diverse impacts, both positive and also negative, against life academic they. In one side, online games can practice skills think strategic and work The same team, but on the other hand, addiction play games can reduce motivation learn and disturb concentration student in understand material lessons. Therefore that, is needed together from teachers and parents For manage the impact of online games so that student still can enjoy game without sacrificing academic performance.

right strategy is needed so that online games don't become an inhibitor in the learning process, but can be managed with Good so that students still balance time play and learn. Teachers and parents own role important in help child arrange time, giving alternative interesting activities, and creating more fun environments. With innovative learning methods, such as gamification, as well as increase effective communication with child, impact negative from play games can be minimized. In addition, collaboration between schools and parents are also needed so that students get proper guidance in manage habit play their games.

a. Implementation of Play Time Limits

Parents and teachers can Work The same in set clear rules related duration playing online games. With existence consistent boundaries, child will more easy get used to self For arrange time learn and play.

b. Push Activity An Interesting Alternative

So that the child No only depends on the game for entertainment, parents can introduce other activities such as sports, reading, or game non-digital educational. With that's it, kid still can having fun without must always play online games.

c. Using Gamification Methods in Learning

Teachers can apply draft gamification in learning, such as using leaderboards, reward systems, or learning based on challenge. This is can increase involvement students and make Study more interesting.

d. Increase Communication between Parents and Children

Parent need more often discuss with child about impact of games and their importance education. With good communication, child will more understand importance balance between play games and learn.

e. Embedding Awareness about Time Management

Both teachers and parents can teach child method arrange time in a way effective. With clear schedule between time learn, play, and rest, children can more responsible answer to his activities.

- f. **Connecting Games to Subject Matter**
Teachers can use elements in a game that is popular among student as analogy in learning. For example, in Pancasila Education, the concept Work The same in MOBA games can associated with mutual cooperation values.
- g. **Implementing Rewards and Consequences In general Balanced**
Parent can give rewards if child capable finish assignments and study with good, and give consequence If too Lots play games until ignore not quite enough he answered.
- h. **Increase Awareness Student to Impact of Games on Study**
Student need given understanding that too often play games can impact negative on focus and motivation learn. With awareness this, they can more wise in arrange time playing games.
- i. **Intervention for The Overly Student Game Addiction**
If there are students who experience game addiction to bother activity academics, teachers and parents can do personal approach, providing guidance, and seeking solution best For reduce impact negative.
- j. **Collaboration between School and Parents**
Schools can hold a seminar or session education for parents about method control time play children and the impact of games on academic. With Work same good, influence negative game can minimized.

Conclusion

Online gaming patterns among student Class V of Al-Madani Prima Elementary School shows that majority student play every day with varying duration, especially increased on weekends and holidays. The most popular games is battle royale and strategy genres, with trend play together Friend For increase excitement. Although part student capable arrange time playing and learning, many experience difficulty balancing both of them, so that impact on focus and performance academic. The teacher observes that students who play games excessively often not enough focus, easy bored, or even sleepy in class, while parents make an effort set a deadline play although its implementation No always effective. On the other hand, online games also have benefit If managed with good, like practice Work same and taking decision. Therefore that, is needed approach innovative in learning, such as gamification, as well as role active parents and teachers in control as well as direct habit play games so as not to bother development academic student.

Motivation level Study student class V in eye Pancasila Education lessons at Al-Madani Prima Elementary School are influenced in a way significant by habit playing online games. Frequency and duration play games have correlation negative to motivation learning, where students often playing games tends to not enough enthusiastic in follow lessons and experiences difficulty in arrange time learning. The type and mode of the game also affect pattern learning, with games that are competitive often more interesting attention student compared to material school. In addition, feelings student moment play games, good victory and also defeat, can impact on focus and enthusiasm Study them. Impact negative seen from the amount students who procrastinate task school consequence too fun play, which causes results academic they decreased. However, some students who have management good time Still capable guard

Impact of Playing Game Online on the learning Motivation of Grade V Elementary School Students in the Subject of Pancasila Education

balance between play and learn. The attitudes of parents and teachers also play a role important in control the impact of games on education, where a more holistic approach innovative like gamification can help increase involvement student in learning. Therefore Therefore, more strategy is needed effective in manage habit play games so as not to hinder motivation Study students, as well as implementation method more teaching interesting so that Pancasila Education becomes more relevant and fun for they.

Strategies that can implemented by teachers and parents For reduce impact negative play online games against motivation Study student covers various management - focused approach time, communication, and implementation method innovative learning. Parents and teachers have role important in set clear boundaries about duration play games for students can arrange time with Good without sacrifice obligation academic them. In addition, the encouragement to activity an interesting alternative, such as sport or game non-digital educational, can help reduce dependence student towards online games as the only one form entertainment. Gamification methods in learning is also an effective strategy that can increase involvement student in learn, so that they still feel interested and motivated. Good communication between parents and children need reinforced so that students understand the impact of online games on performance academic they, meanwhile awareness will importance management time must implanted since early For help they become more Discipline. Use of rewards and consequences in a way balanced can also become effective way in arrange habit play student games, so that they more responsible answer to task school. In addition, for students who experience game addiction, required interventions involving personal approach from teachers and parents use look for solution best. Collaboration between school and family in form of seminar or education related the impact of online games on Academics also require effort manage habit student game play can walk more effective. With the right strategy and good collaboration, the impact negative effects of online games on motivation Study can minimized, so that student still can enjoy game they without sacrifice performance academic.

References

- A'yun, Q., & Tirtoni, F. (2023). Exploring the Impact of Online Games on Learning Motivation in Primary Students: A Strong Negative Correlation. *Indonesian Journal of Education Methods Development*, 21(4). <https://doi.org/10.21070/ijemd.v21i4.789>
- Agustini, W., & Marleni, M. (2023). THE IMPACT OF ONLINE GAME ADDICTION ON LEARNING ENTHUSIASM TO PROMOTE THE STUDENTS' MOTIVATION TO LEARN. *Esteem Journal of English Education Study Programme*, 6(2). <https://doi.org/10.31851/esteem.v6i2.12328>
- Amalia, R. (2023). The Role of Parents in Controlling Children's Game Playing Time. *Journal of Character Education*, 10(1), 27–35.
- Andriani, R., & Basri, B. (2022). The Effect Of Addiction To Playing Online Games On Learning Motivation In Students At Sdn Subangjaya 2, Sukabumi City. *Risenologi*, 7(1a). <https://doi.org/10.47028/j.risenologi.2022.71a.336>
- Budiarto, H. (2023). Learning Interactive Based on Digital Technology. Surabaya: Science Library.

- Creswell, J. W. (2019). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.
- Development Agency Pancasila Ideology. (2022). *Pancasila Education as base formation character nation*. Jakarta: BPIP Press.
- Djali. (2018). *Ki Hajar Dewantara's Educational Thoughts and Their Relevance in Modern Learning*. Bandung: Teenagers Rosdakarya.
- Evanne, L., Adli, A., & Ngalmun, N. (2021). Dampak Game Online terhadap Motivasi Belajar dan Keterampilan Komunikasi Interpersonal Mahasiswa Fakultas Ilmu Komunikasi Universitas Sumatera Selatan. *AI-KALAM JURNAL KOMUNIKASI, BISNIS DAN MANAJEMEN*, 8(1). <https://doi.org/10.31602/al-kalam.v8i1.4158>
- Islamic University of Indonesia (UII). (2018). *History and Development of Pancasila Education in Indonesia*. Yogyakarta: UII Press.
- Ki Hajar Dewantara. (in Djali, 2018). *Indonesian Philosophy of Education*. Yogyakarta: Taman Siswa.
- Maslow, A.H. (2016). *Motivation and personality* (3rd ed.). New York, NY: Harper & Row.
- Nani, Y., & Putri, DS (2024). Online Games as Interactive Media in Learning Elementary School Students. *Journal Educational Technology*, 8(1), 34–42.
- Nursita, B., Reba, Y. A., & Sirjon, S. (2021). Prestasi Belajar Siswa Ditinjau Dari Kecanduan Game Online dan Motivasi Belajar. *Psychocentrum Review*, 3(2). <https://doi.org/10.26539/pcr.32592>
- Rahmawati, L. (2021). Effectiveness of Learning Methods Gamification in Increase Participation Students. *Journal of Elementary Education*, 7(2), 145–152.
- Rahyuni, R., Yunus, M., & Hamid, S. (2021). The Effect of Online Games on Learning Motivation and Learning Achievement of Students in SD Pammana District Wajo Regency. *Bosowa Journal of Education*, 1(2).
- Sugiyono. (2020). *Research Methods Qualitative, Quantitative, and R&D*. Bandung: Alfabeta.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Winarto, S. (2021). Gamification in Learning For Increase Motivation Study Students. *Journal Educational Innovation*, 13(2), 99–110.
- Yusuf, M. (2022). The Influence Duration Playing Online Games against Performance Study Students. *Journal Educational Psychology*, 11(1), 55–63.
- Zulkarnain, A., & Hamid, R. (2020). Online Game Addiction and Its Impact to Focus Study. *Journal Guidance Counseling*, 14(3), 210–219.