The Influence of Online Game and Social Media on the Achievement of Students of Management Study Program of Faculty of Economics, Pamulang University

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ABSTRACT. The background of this research is based on the large number of students who become addicts to online games and social media, especially the students of Pamulang University level I. Today many students ignore the assignment of lecturers just to play online games. The reason is also very diverse such as to eliminate boredom, saturation, confusion, and brain refreshing. However, it cannot be denied that neglecting the duties of the lecturer will affect the decline in the student's learning achievement. This is a quantitative study that takes the data from the results of the questionnaire. Data analysis was carried out by using 3 (three) stages, namely interview, questionnaire, observation. Based on the results of the study, there is a positive and significant effect simultaneously between Online Games (X1) and Social Media (X2) against Learning Achievement (Y) and the most dominant factor is online games with a percentage of 37.7%.

Keywords: Learning Achievements, Online Games, Social Media.

1. INTRODUCTION

At this time, the development of internet users from year to year is always increasing. This is evidenced by a total population of 264 million people in Indonesia. There are 171.17 million people or around 64.8% who are connected to the internet. The background of this research is based on the large number of students who become addicts to online games and social media, especially students of Pamulang University level I. According to Feri in Taufik (2014), game is defined as a game. With the help of technology, games can now be interpreted in a broader sense. Therefore, in terms of the definition of a game is a game programmed on a device that can be run offline or online.

The storyline of each game and the level of the game is very long. It cannot be completed or finished at that time. This is what can cause someone to lose track of time. It is feared that this case could make a student addicted to online games while studying at campus, but their mind is on the game they have not finished yesterday. Meanwhile, social media can be defined as the means used by people to interact with one another by creating, sharing, and

exchanging information and ideas in a virtual network and community (McGraw Hill Dictionary in Ambar, 2017). In the university environment, learning media are not only visual and audio-visual media, but internet media can also make it easier for students to communicate widely and are not limited by time and distance and are used to seek various direct and latest knowledge. As a means of communication and an easy source of information. Social networking media such as Facebook, Twitter, and others can certainly assist students in finding various relationships and information as desired.

Learning achievement is the result of several factors that affect the learning process as a whole (Syah, 2008). In order to improve the quality of learning outcomes, there is a need for an assessment of the factors that affect student learning outcomes addicted to online games and social media. It is feared that they can affect the learning process. The benchmark for a student is a GPA, which is considered good is a GPA of 3.25 because if the GPA at the first level is too bad. It will have an impact on the delay in graduating the student. Followings are the results of observations to 40 regular C students who were taken randomly:

TABLE 1. PRE-RESEARCH OBSERVATIONS

Gender	Age	GPA
Male	22	3.33
Male	21	3.61

Male	18	3.21
Female	19	3.65
Female	20	3.4
Male	30	3.53
Female	19	3.55
Female	18	3.11
Male	20	3.33
Male	22	3.65
Female	19	3.5
Male	19	3.4
Female	18	3.74
Female	20	3
Male	19	2.5
Male	27	2.6
Female	25	3.3
Male	23	2.8
Male	19	3.9
Male	21	3.38
Female	20	4
Male	19	3.75
Male	24	3.37
Female	24	3.4
Male	23	3.3
Male	21	3.68
Male	23	3.48
Male	20	2.74
Male	19	3.16
Male	22	2.4
Female	21	3
Male	20	3.97
Female	18	3.48
Male	21	3.6
Male	20	3.47
Male	20	3.67

Gender	Age	GPA
Male	21	2.89
Male	19	3.7
Male	19	3

Based on the data in Table 1, it can be explained that out of the 40 total students, there are 27 boys and 13 girls, and ages between 19 years and 27 years. Further, there are as many as 10 students whose GPA is below 3.25. The object chosen by the researcher was Pamulang University, and the subjects of the research were first-year students at the faculty of economics, majoring in management. Researchers want to find out the influence of online games and social media on students' achievement.

Based on the above background, the researcher wants to conduct a research entitled "The Effect of Online Games on Learning Achievement in Level 1 Students of Pamulang University, Faculty of Economics, Department of Regular Management C". Some of the problems elaborated above are summed up as follows: (1) the students' decreasing achievement and lack of self-motivation; (2) the students' decreasing achievement and lack of support from the environment; (3) the number of students playing games forgot their place; (4) the large number of students who play games forget their place of time; and (5) many students use social media less wisely.

In order for this research to be more focused and not deviate from the expected, it is necessary to limit the problem. This research is limited to the scope of certain variables, namely online games and social media for Level 1 students of Pamulang University, Faculty of Economics, Department of Regular Management C.
Based on the background above, the problem can be formulated as follows: (1) is there a positive and significant effect of online games on learning achievement? (2) is there a positive and significant influence of social media on achievement? (3) how do online games and social media jointly influence Student Achievement?

2. METHOD
2.1 Place and Time of Research
This research was conducted at the Sasmita Jaya Foundation, Pamulang University which is located at Jalan Surya Kencana No. 1, Pamulang, South Tangerang. The research implementation time started in April 2019 until July 2019. Meanwhile, the series of activities in the research are submitting proposals, distributing questionnaires, writing reports, and seminar reports.
2.2 Research method
Research methodology is the whole process carried out in research in order to obtain the required research data and how to analyze research data, so that the facts and principles of research results are obtained patiently, carefully and systematically to realize the truth. The research method used is a quantitative method. According

to Sugiyono (2016), "The quantitative method can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses. ".

Research design is part of research planning that shows research to see whether the planned research has internal validity and comprehensive external validity. Based on the previous formulation and objectives, the research method used by the author is descriptive method, which describes the problem that occurred during this research.

What is meant by "The sampling technique is a sampling technique, to determine the sample to be used in the research" Sugiyono (2016), in this study the authors used a simple random sampling method, where all the data that can be sampled.

3. RESULT AND DISCUSSION
A. Characteristics of Respondents
The characteristics of the respondents are shown in Table 2.

TABLE 2. RESULTS OF RESPONDENT GENDER

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	128	53.3	53.3	53.3
	Female	112	46.7	46.7	100.0
	Total	240	100.0	100.0	

From the gender, it can be explained that for male respondents as many as 128 respondents 53.3% and for female respondents as many as 112 respondents 46.7%. Accordingly, the conclusion is that respondents based on gender are dominated by male respondents.
3.1 Descriptive Analysis
Descriptive analysis is a part of statistics that is used to describe or describe data without intending to generalize or make conclusions but only describes that group of data. Descriptive analysis can include several things including the frequency distribution of answers.

3.1.1 Online Game Analysis (X_1)
The results of the frequency of answers to the Online Game instrument (X_1) which consists of 10 statement instruments are as shown in Table 3.

TABLE 3. The Frequency Of Answers To Online Game Instruments (X_1)

Instrument Number Where to play Online Games	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
1) You play Online Games as a way to escape problems.	47	111	66	12	4	240	905	3.77	Good
2) You play an Online Game during class time.	48	119	67	6	0	240	929	3.87	Good
3) You are skipping class just to play Online Games.	39	103	81	16	1	240	883	3.68	Good
Score Indicator							2717	3.77	Good
Time in playin Online Game	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
4) The amount of time you spend playing Online Games continues to increase until you achieve satisfaction in playing.	51	110	61	17	1	240	913	3.80	Good

Instrument Number	Strongly	Agree	Doubtful	Disagree	Very	n	Score	Average	Information
Score Indicator							913	3.80	Good
Types of Online Games	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
5) You are happy with the type of game you are playing at the moment.	42	94	78	19	7	240	865	3.60	Good
Score Indicator							865	3.60	Good
The tendency to play Online Games	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
6) You lied to friends or family members to hide the extent of your online gaming activitiesa.	45	112	63	12	8	240	894	3.73	Good
7) You feel restless, depressed or irritable when trying to reduce or stop playing Online Games.	52	96	78	11	3	240	903	3.76	Good
8) You have attempted to control, reduce or stop playing the Online Game without success.	40	116	72	10	2	240	902	3.76	Good
9) Your communication with others is reduced due to the habit of playing Online Games.	39	107	80	9	5	240	886	3.69	Good

10) You are in danger of losing educational opportunities because of your Online Gaming habits.	59	97	70	11	3	240	918	3.83	Good
Score Indicator							4503	3.75	Good
Score	462	1065	716	123	34		8998	3.75	Good
%	19.25%	44.38%	29.83%	5.13%	1.42%		100%		

Source : Questionnaire Processed Data 2019

Based on the explanation above, it can be concluded that the Online Game variable instrument (X_1) shows a total score of 8998 and an average score of 3.75 and falls into the Good category range, and the answer score Strongly Agree by 19.25%, Agree by 44.38 %, Doubtful by 29.83%, Disagree by 5.13% and Strongly Disagree by 1.42%.

The Online Game Variable (X_1) that must be improved is the instrument number 6 which gets the lowest average score of 3.60. In this instrument, lecturers can appeal that not all types of games have a good impact on learning achievement.

3.1.2 Social Media Analysis (X2)

The results of the frequency of answers to Social Media instruments (X_2) which consist of 10 statement instruments are as shown in Table 4.

TABLE 4. Frequency Of Answers To Social Media Instruments (X_2)

Instrument Number User Participation	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
1) I use social media every day.	45	112	67	13	3	240	903	3.76	Good
2) I access social media on campus.	48	123	62	7	0	240	932	3.88	Good
3) I access social media at home for more than 30 minutes / day.	38	106	79	16	1	240	884	3.68	Good
4) I access social media during recess.	55	105	65	15	0	240	920	3.83	Good
5) I access social media before entering the classroom.	44	97	75	18	6	240	875	3.65	Good
Score Indicator							4514	3.76	Good
There is Openness	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
6) I use social media to keep up with the latest information.	44	114	63	11	8	240	895	3.73	Good
Score Indicator							895	3.73	Good
There is a Talk	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
7) I use social media to discuss coursework.	51	98	77	11	3	240	903	3.76	Good
Score Indicator							903	3.76	Good
Connectedness	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
8) I access social media more often than I study.	46	112	69	10	3	240	908	3.78	Good
9) I was late for class because of social media.	40	102	82	11	5	240	881	3.67	Good

10) I sometimes open social media applications during learning hours.	47	93	82	14	4	240	885	3.69	Good
Score Indicator							2674	3.71	Good
Score	458	1062	721	126	33	2400	8986	3.74	Good
%	19.08%	44.25%	30.04%	5.25%	1.38%		100%		

Source: Questionnaire Processed Data 2019

Based on the explanation in Table 4, it can be concluded that the Social Media variable instrument X$_2$) shows a total score of 8986 and an average score of 3.74 and falls into the Good category range, and the answer score Strongly Agree by 19.08%, Agree by 44.25%, Doubtful by 30.04%, Disagree by 5.25% and Strongly Disagree by 1.38%.

The Social Media variable (X$_2$) that must be improved is the instrument number 5 which gets the lowest average score of 3.65. In this instrument, lecturers can urge students to immediately enter the room if it is time for study and not prioritize social media before entering class.

3.1.3 Study Achievement Analysis (Y)

The results of the frequency of answers to Study Achievement instruments (Y) which consist of 10 statement instruments are as shown in Table 5.:

TABLE 5. Frequency Of Answers To Learning Achievement Instruments (Y)

No Instrumen / Intrinsic Factors	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
1) I am studying hard to	44	133	59	4	0	240	937	3.90	Good
No Instrumen	Strongly	Agree	Doubtful	Disagree	Very	n	Score	Average	Information
achieve my goals.									
2) I study outside of college hours against my will.	55	110	69	6	0	240	934	3.89	Good
3) I study hard because I don't want my GPA to be bad.	43	111	84	2	0	240	915	3.81	Good
4) I am diligent on assignments because I don't want my assignments to be blank.	56	119	52	11	2	240	936	3.90	Good
5) I went to college of my own accord.	48	97	77	10	8	240	887	3.70	Good
Score Indicator							4609	3.84	Good
Extrinsic Factors	Strongly Agree	Agree	Doubtful	Disagree	Very Disagree	n	Score	Average	Information
6) The lecturer advised me to study hard.	30	138	68	2	2	240	912	3.80	Good
7) My parents advised me to study hard.	67	115	54	4	0	240	965	4.02	Good
8) My friends advised me not to skip college.	43	126	49	20	2	240	908	3.78	Good
9) My parents advised me not to skip college.	62	107	63	8	0	240	943	3.93	Good
10) The lecturer advised me not to skip college.	61	118	49	6	6	240	942	3.93	Good
Score Indicator							4670	3.89	Good
Score	509	1174	624	73	20	2400	9279	3.87	Good
%	21.21%	48.92%	26.00%	3.04%	0.83%		100%		

Source: Questionnaire Processed Data 2019

Based on Table 5, it can be concluded that, the learning achievement variable instrument (Y) shows a total score of 9279 and an average score of 3.87 and falls into the Good category range, and the answer score Strongly Agree by 21.21%, Agree by 48.92 %, Doubtful by 26.00%, Disagree by 3.04% and Strongly Disagree by 0.83%.

The learning achievement variable (Y) that must be improved is the instrument number 5 which gets the lowest average score of 3.70. In this instrument, lecturers can motivate students to further increase their desire to go to school.

3.2 Test Data Quality

3.2.1 Online Game Variable Validity Test (X1)

TABLE 6. Online Game Validity Test Results (X1)

No	R Count	R Table	Information
1	0.514	0.1381	Valid
2	0.402	0.1381	Valid
3	0.501	0.1381	Valid
4	0.505	0.1381	Valid
5	0.656	0.1381	Valid
6	0.514	0.1381	Valid
7	0.656	0.1381	Valid
8	0.581	0.1381	Valid
9	0.640	0.1381	Valid
10	0.579	0.1381	Valid

Source : Questionnaire Processed Data 2019

Based on Table 6, it can be seen that for each statement on the Online Game variable (X_1) all items are proven valid, because the resulting rcount value is greater than the existing r_{table} value for n = 240, which is 0.1381.

3.2.2 Validity Test of Social Media Variables (X2)

TABLE 7. Social Media Validity Test Results (X2)

No	R Count	R Table	Information
1	0.510	0.1381	Valid
2	0.369	0.1381	Valid
3	0.445	0.1381	Valid
4	0.520	0.1381	Valid
5	0.661	0.1381	Valid
6	0.519	0.1381	Valid
7	0.642	0.1381	Valid
8	0.614	0.1381	Valid
9	0.689	0.1381	Valid
10	0.615	0.1381	Valid

Source : Questionnaire Processed Data 2019

Based on Table 7, it can be seen that for each statement on the Social Media variable (X_2) all items are proven valid, because the resulting rcount value is greater than the existing r_{table} value for n = 240, namely 0.1381.

3.2.3 Test of the Validity of Learning Achievement Variables (Y)

TABLE 8. Learning Achievement Validity Test Results (Y)

No	R Count	R Table	Information
1	0.639	0.1381	Valid
2	0.696	0.1381	Valid
3	0.552	0.1381	Valid
4	0.620	0.1381	Valid
5	0.600	0.1381	Valid
6	0.569	0.1381	Valid
7	0.758	0.1381	Valid
8	0.585	0.1381	Valid
9	0.734	0.1381	Valid
10	0.522	0.1381	Valid

Source : Questionnaire Processed Data 2019

Based on Table 8, it can be seen that for each statement on the learning achievement variable (Y) all items are proven valid, because the resulting rcount value is greater than the existing r_{table} value for n = 240 which is 0.1381.

3.2.4 Online Game Variable Reliability Test (X1)

TABLE 9. Online Game Variable Reliability Test (X1)

Reliability Statistics

Cronbach's Alpha	N of Items
.752	10

3.2.5 Social Media Variable Reliability Test (X2)

TABLE 10. Social Media Variable Reliability Test (X2)

Reliability Statistics

Cronbach's Alpha	N of Items
.759	10

3.2.6 Learning Achievement Variable Reliability Test (Y)

TABLE 11. Learning Achievement Variable Reliability Test (Y)

Reliability Statistics

Cronbach's Alpha	N of Items
.825	10

From the SPSS Output table above, it can be seen that the reliability coefficient of variables X_1, X_2, and Y is greater than 0.60, meaning that the measurement results of all variables remain consistent and can be trusted.

3.3 Classical Assumption Test

The basic / classical assumption test is usually used to find out the pattern of variants of a population (data). Whether the population or data is normally distributed or not, or it can also be used to find out whether the population has several of the same variants, and to test the linearity of the data.

3.3.1 Normality test

TABLE 12. Kolmogorov-Smirnov Normality Test Output Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		240
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.64339152
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.052
Kolmogorov-Smirnov Z		.902
Asymp. Sig. (2-tailed)		.390

a. Test distribution is Normal.

b. Calculated from data.

From the results of the normality test using the Kolmogorov-Smirnov method above, the Kolmogorov-Smirnov Test Statistic is 0.902 and a Sig value of 0.390. The significance value is greater than 0.05, so Ho is accepted, which means that the residual data is normally distributed.

3.3.2 Heteroscedasticities Testing
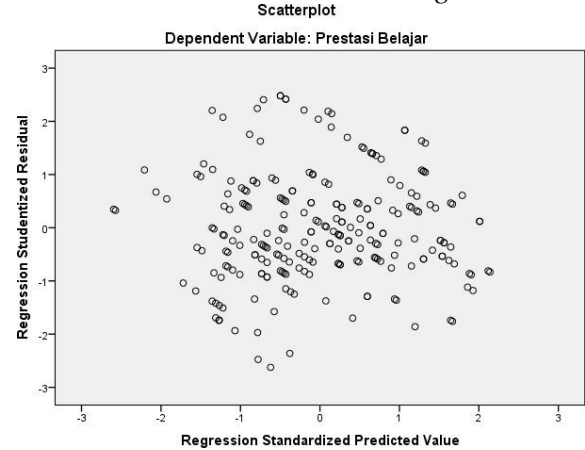
Result *Output* Heterokedasisitas *Scatterplot*

From the Scatterplot image above shows that the points spread above and below the number 0 on the Y axis and the distribution of data points is not patterned, it can be concluded that there is no heteroskedastisitas.

3.3.3 Multicolinierity Testing

TABEL 13. The Output Resul Of Multicolinearity Testing

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.353	2.105		3.969	.000		
	Game Online	.443	.057	.429	7.760	.000	.731	1.367
	Media Sosial	.366	.057	.357	6.460	.000	.731	1.367

a. Dependent Variable: Learning Achievement

Table 13 shows that, for each variable the Tolerance and VIF values, it can be seen that there is no Tolerance value below 0.10. Likewise, the VIF value is not above 10. By using this parameter, it is not proven that multicollinearity occurs.

3.4 Linear Regression Test

Linear regression analysis is used by researchers when the researcher intends to predict how the state (rise and fall) of the dependent variable (criterion), if there is one independent variable as a predictor to be manipulated (increase and decrease in value).

3.4.1 Online Game Simple Simple Linear Regression Test (X1) Against Learning Achievement (Y)

TABLE 14. Online Game Simple Linear Regression Output Table (X_1) Against Learning Achievement (Y)

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.882	1.998		7.450	.000
1			.614		
Game Online	.634	.053		12.003	.000

a. Dependent Variable: Learning Achievement

Based on the Output table above, it can be explained that the simple linear regression equation Y = a + b (x) is Y = 14.882 + 0.634 (x_1). This regression equation can be concluded that, there is a positive influence between Online Games (X_1) on Learning Achievement (Y).

3.4.2 Social Media Simple Linear Regression Test (X2) Against Learning (Y)

TABLE 15. Simple Linear Regression Output Social Media (X_2) Against Learning Achievement (Y)

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	16.437	2.044		8.044	.000
1			.579		
Media Sosial	.594	.054		10.968	.000

a. Dependent Variable: Learning Achievement

Based on the output table above, it can be explained that the simple linear regression equation Y = a + b (x) is Y = 16,437 + 0.594 (x_2). This regression equation can be concluded that, there is a positive influence between Social Media (X_2) on Learning Achievement (Y).

3.4.3 Multiple Linear Regression Test

TABLE 16. Multiple Linear Regression Output Online Games (X_1), and Social Media (X_2) Learning Achievement (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.353	2.105		3.969	.000		
	Game Online	.443	.057	.429	7.760	.000	.731	1.367
	Media Sosial	.366	.057	.357	6.460	.000	.731	1.367

a. Dependent Variable: Learning Achievement

Based on the Output table above, it can be explained that the multiple linear regression equation Y = a + b1x1 + b2x2 is Y = 8.353 + 0.443 (x_1) + 0.366 (x_2). This regression equation can be concluded that, there is a positive influence between Online Games (X_1) and Social Media (X_2) on Learning Achievement (Y).

3.5 Hypothesis Test
3.5.1 Online Game Hypothesis Test (X_1) Against Learning Achievement (Y)

TABLE 17. Online Game Hypothesis Test Table (X_1) Against Learning Achievement (Y)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.882	1.998		7.450	.000
1			.614		
Game Online	.634	.053		12.003	.000

a.   Dependent Variable: Learning Achievement

Based on the Output Coefficients table above, it can be concluded that:

The t $_{value}$ of the Online Game variable (X_1) on Learning Achievement (Y) is t $_{count}$ 12.003> t $_{table}$ 1.6525 or the Sig value 0.000 < 0.05 then H_0 is rejected and H_a is accepted which means that there is a positive and significant influence between Online Games (X_1) on Learning Achievement (Y).

3.5.2 *Social Media Hypothesis Test (X2) Against Learning Achievement (Y)*

TABLE 18. Social Media Hypothesis Test Table (X_2) Against Learning Achievement (Y)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.437	2.044		8.044	.000
1			.579		
Media Sosial	.594	.054		10.968	.000

a. Dependent Variable: Learning Achievement

Based on the Output Coefficients table above, it can be concluded that:

The t $_{value}$ of the Social Media variable (X_2) on Learning Achievement (Y) is t $_{count}$ 10.968> t $_{table}$ 1.6525 or the Sig value 0.000 < 0.05 then H_0 is rejected and H_a is accepted which means that there is a positive and significant influence between Social Media (X_2) on Learning Achievement (Y).

3.5.3 *Hypothesis Testing Online Game (X1) and Social Media (X2) Against Learning Achievement (Y)*

TABLE 19. Online Game Hypothesis Test Table (X_1) And Social Media (X_2) Against Learning Achievement (Y)

ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	2817.104	2	1408.552	105.223	.000b
1	Residual	3172.558	237	13.386		
	Total	5989.663	239			

a.   Dependent Variable: Learning Achievement
b.   Predictors: (Constant), Social Media, Online Game

Looking at the Output table above, it can be explained that, F $_{count}$ 105.223> F $_{table}$ 2.64 or the probability of Sig 0.000 < 0.05 then Ho_3 is rejected and Ha_3 is accepted, it means that it is significant so that the hypothesis proposed determines that there is a positive and significant influence simultaneously. the same between Online Games (X_1) and Social Media (X_2) on Learning Achievement (Y) at the Sasmita Jaya Foundation, Pamulang University.

3.6 Coefficient of Determination

The coefficient of determination is the level of the independent variable's contribution to the dependent variable. The coefficient of determination is denoted R^2.

3.6.1 *Online Game Determination Coefficient (X_1) Against Learning Achievement (Y)*

The results of the correlation coefficient and determination test output are as follows:

TABLE 20. Online Game Determination Coefficient (X_1) Against Learning Achievement (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.614ᵃ	.377	.374	3.959

a.   Predictors: (Constant), Online Game

From the table above it can be explained that:

The correlation value R = 0.614 is in the range of 0.600 - 0.799 with a very strong level of relationship, meaning that Online Game (X_1) has a very strong level of relationship to Learning Achievement (Y).

The value of R Square = 0.377, it can be concluded that, Online Game (X_1) contributes to Learning Achievement (Y) by 37.7% and the remaining 62.3% is influenced by other factors.

3.6.2 *Social Media Determination Coefficient (X2) on Learning Achievement (Y)*

The results of the correlation coefficient and determination test output are as follows:

TABLE 21. Social Media Determination Coefficient (X_2) On Learning Achievement (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.579ᵃ	.336	.333	4.089

a. Predictors: (Constant), Social Media

From the table above it can be explained that:

The correlation value R = 0.579 is in the range 0.400 - 0.599 with a moderate level of relationship, meaning that Social Media (X_2) has a moderate level of relationship to Learning Achievement (Y).

The value of R Square = 0.021, it can be concluded that, Social Media (X_2) contributes to Learning Achievement (Y) by 33.6% and the remaining 66.4% is influenced by other factors.

3.6.3 *Online Game Determination Coefficient (X1) and Social Media (X2) Against Learning Achievement (Y)*

The results of the coefficient of determination test are as follows:

TABLE 22. The Determination Coefficient Of Online Game (X_1) And Social Media (X_2) Against Learning Achievement (Y)

Model Summaryᵇ

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.686ᵃ	.470	.466	3.659	1.771

a.   Predictors: (Constant), Social Media, Online Game
b.   Dependent Variable: Learning Achievement

From the table above it can be explained that:

The correlation value R = 0.686 is in the range of 0.600 - 0.799 with a strong level of relationship, meaning that Online Games (X_1) and Learning Interest (X_2) have a strong level of relationship to Learning Achievement (Y).

The value of R Square = 0.470, it can be concluded that, Online Game (X_1), Social Media (X_2) contributed 47% to Learning Achievement (Y) and the remaining 53% was influenced by other factors.

4. CONCLUSION

Based on the results of the research shows that, there is a positive and partially significant influence between Online Games (X_1) on Learning Achievement (Y) at the Sasmita Jaya Foundation, Pamulang University. Based on the results of the research, it shows that, there is a partially positive and significant influence between Social Media (X_2) on Learning Achievement (Y) at the Sasmita Jaya Foundation, Pamulang University. Based on the research results show that, there is a positive and significant influence simultaneously between Online Games (X_1), Social Media (X_2) on Learning Achievement (Y) Sasmita Jaya Foundation, Pamulang University.

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