



The Relationship Between the Intensity of Playing Online Games and the Narrative Writing Skills of Sixth Grade Students at state Elementary School 138 Pekanbaru

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ABSTRACT

This study aims to determine the relationship between the intensity of playing online games and the narrative writing skills of sixth-grade students at State Elementary School 138 Pekanbaru. The study was conducted at SDN 138 Pekanbaru in February 2026 with the population of this study being all sixth-grade students, while the research sample taken was 49 students. The sample was taken through a simple random sampling technique. The research instrument used to collect data was a questionnaire sheet to measure the variable of intensity of playing online games and a written test instrument in the form of making narrative texts on certain themes to measure the writing skills variable. The tools and techniques of data analysis in this correlational quantitative study used descriptive statistics, analysis prerequisite tests (normality test and linearity test), and Pearson Product Moment correlation test assisted by the IBM SPSS Statistics program. The results of the descriptive statistical study showed that the intensity of playing online games of sixth-grade students was on average in the moderate category of 67.34%. Meanwhile, the results of the assessment of students' narrative writing skills were also mostly in the moderate category of 59.18%. The results of the correlation test analysis show a calculated correlation coefficient value of r of 0.439 (included in the medium category of relationships) with a sig. value of 0.000 so that sig. $0.000 < 0.001$. The coefficient of determination is 0.439 squared, which is 19.27 percent; meaning that 81.73 percent of the Y variable is determined by other variables not studied in grade VI students of SDN 138 Pekanbaru.

Keywords: intensity, playing online games, narrative writing skills

Hubungan antara Intensitas Bermain *Game Online* dan Keterampilan Menulis Narasi Siswa Kelas VI Sekolah Dasar Negeri 138 Pekanbaru

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara intensitas bermain *game online* dengan keterampilan menulis karangan narasi siswa kelas VI Sekolah Dasar Negeri 138 Pekanbaru. Penelitian dilaksanakan di SDN 138 Pekanbaru pada bulan Februari 2026 dengan populasi penelitian ini adalah seluruh siswa kelas VI, sedangkan sampel penelitian yang diambil berjumlah 49 siswa. Sampel diambil melalui teknik *simple random sampling*. Instrumen penelitian yang digunakan untuk mengumpulkan data adalah lembar angket untuk mengukur variabel intensitas bermain *game online* dan instrumen tes tertulis berupa pembuatan teks karangan narasi bertema tertentu untuk mengukur variabel keterampilan menulis. Alat dan teknik analisis data dalam penelitian kuantitatif korelasional ini menggunakan statistik deskriptif, uji prasyarat analisis (uji normalitas dan uji linearitas), serta uji korelasi *Pearson Product Moment* dibantu program IBM SPSS *Statistics*. Hasil penelitian deskriptif statistik menunjukkan bahwa intensitas bermain *game online* siswa kelas VI rata-rata berada pada kategori sedang 67,34%. Sementara itu, hasil penilaian keterampilan menulis karangan narasi siswa mayoritas juga berada pada kategori sedang 59,18%. Hasil analisis uji korelasi menunjukkan nilai koefisien korelasi r hitung sebesar 0,439 (termasuk dalam hubungan berkategori sedang) dengan nilai sig. 0,000 sehingga sig. $0,000 < 0,001$. Koefisien determinasi sebesar 0,439 kuadrat yakni 19,27 persen; bermakna 81,73 persen variabel Y ditentukan oleh variabel lain yang tidak diteliti pada siswa kelas VI SDN 138 Pekanbaru.

Kata kunci: intensitas, bermain game online, keterampilan menulis narasi

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INTRODUCTION

The rapid development of information and communication technology has brought significant changes to various aspects of life, including education. One digital technology product that is highly popular among elementary school-aged children is online games. This phenomenon not only serves as a means of recreational entertainment but also has the potential to influence children's cognitive aspects, creativity, and language competence, depending on how they are used (Dewi, 2024).

On the other hand, narrative writing skills are an important language competency for elementary school students. Narrative writing requires high-level cognitive abilities to express ideas, experiences, imagination, and the chronological flow of events in a coherent and logical manner using written language. Mastery of these writing skills is not only developed through formal classroom instruction but is also influenced by exposure to digital literacy activities outside of school (Alghamdi & Alnajami, 2022).

Theoretically, according to Bavelier et al., 2012, modern online games often integrate elements of characterization, plot, conflict, interactive dialogue, and problem-solving scenarios, resembling the characteristics of fictional narrative texts. Several literature studies indicate that children's involvement in digital story-based games can enrich their imagination, expand their vocabulary, and improve their language processing skills. However, conventional wisdom and several previous studies suggest the opposite: high-intensity device play without strict controls is considered to degrade concentration, trigger addiction, reduce time allocated for independent learning, and negatively impact students' academic achievement (Wafiiqah et al., 2023).

The research gap and theoretical perceptions regarding the impact of digital media utilization underpin the urgency of conducting further empirical studies. Therefore, this study aims to de-

termine and describe whether there is a significant relationship between online game playing intensity and narrative writing skills in sixth-grade elementary school students.

METHOD

This study uses a descriptive quantitative approach. According to (Sugiyono, 2016; Razak, 2017; Balaka, 2021), quantitative research is defined as a research method based on the philosophy of positivism, used to examine a specific population or sample, and data collection using research instruments. This approach is used to provide a systematic overview of the relationship between online game playing intensity and students' writing skills.

The population in this study included all sixth-grade students of SDN 138 Pekanbaru, with a final sample size of 53 students taken from classes VI A, VI B, and VI C. Quantitative data analysis was assisted by the IBM SPSS Statistics computer program. The test began with an analysis prerequisite test that included a normality test for data distribution and a linearity test for relationships between variables. Furthermore, hypothesis testing to measure the closeness of the relationship was carried out using the Pearson Product Moment correlation analysis technique.

To identify the intensity of sixth-grade students' online gaming, researchers used a questionnaire. The questionnaire contained 30 statements using a Likert scale of 1-4, adapted and modified from several previous studies. The online gaming intensity indicator consists of five indicators:

1. Frequency of Online Gaming

This indicator relates to the frequency with which children play online games in a day and the time spent completing games (Irvani, 2020).

2. Time Playing Online Games

This indicator relates to the length of time spent playing online games, the use of children's free time, and breaks or limits on online gaming.



3. Game Type

This indicator relates to the types of online games played by children, which include various types, such as challenging online games, games that offer advantages based on visual characters or generate income, and games that tend to be violent, such as fighting, war, and games using weapons.

4. Motivation for Playing Online Games

This indicator relates to the reasons children choose to play online games, ranging from following their own impulses based on interests to following friends. This indicator assesses whether children have limits when playing online games (Miskiyah, 2022).

5. Purpose of Playing Online Games

This indicator relates to children's goals in playing online games, whether short-term or long-term, such as career advancement, mere curiosity arising from their surroundings, or simply as a form of stress relief and entertainment (Jafar, 2021).

Next, students take a narrative writing skills test to measure the development of their writing skills. Narrative writing skills include the following four indicators:

1. Narrative Structure

This indicator indicates that students are able to create narrative writing with three structures: orientation, complication, and resolution (Ali et al., 2025).

2. Content Appropriateness

This indicator relates to students' ability to structure sentences and paragraphs logically and appropriately for the type of writing they are creating (Sugiharti & Wulandari, 2018).

3. Spelling and Punctuation

This indicator relates to students' ability to master writing rules and use punctuation correctly.

4. Accuracy of Diction

This indicator relates to students' ability to choose words that are precise, clear, and con-

textually appropriate to ensure the message is easily understood (Purwanti et al., 2017).

RESULTS

Descriptive statistical analysis shows that the online game playing intensity profile (variable X) of sixth-grade students at SDN 138 Pekanbaru is predominantly in the moderate category, with a percentage reaching 67,34% (33 students). The high and low categories each have an equal share, with 16,33% (8 students).

Table 1
Sixth-Grade Students' Online Game Playing Intensity Scores

Category	Range	Frequency	Percent
High	88-98	8	16,33
Medium	77-87	33	67,34
Low	66-76	8	16,33
Total		49	100

Students were asked to write a narrative text on the theme of the August 17th competition at my school, which was measured using four indicators. For the narrative writing skills variable (variable Y), the table below shows that students' narrative writing competency was dominated by the medium category, with a percentage of 59,18%.

Table 3
Scores of Sixth-grade Students' Narrative Writing Skills

Category	Range	Frequency	Percent
High	11-14	14	28,57
Medium	7-10	29	59,18
Low	3-6	7	12,25
Total		49	100

Before testing the hypothesis, a statistical feasibility prerequisite test was conducted. The results of the Pearson product moment correlation test indicate that the correlation coefficient r var-

ies depending on the grouping of students' play intensity levels. Based on the parameter calculations for each subject data group, the significance values (2-tailed Sig.) obtained consistently exceed the alpha error threshold of 0.05.

Based on statistical decision-making, because all correlation significance values are $p > 0.05$, the alternative hypothesis H_a is rejected and the null hypothesis H_0 is accepted absolutely. Because the prerequisites for correlation significance were not met, the statistical analysis did not proceed to the linear regression test or the coefficient of determination analysis R^2 .

The product-moment correlation coefficient (r) calculated using SPSS is 0.439. The coefficient of determination is 19.27 percent.

Table 3
Correlation

		X	Y
X	Pearson Correlation	0,439***	
	Sig. (2-tailed)	0,000	
	N	49	
Y	Pearson Correlation		0,439***
	Sig. (2-tailed)		0,000
	N		49

***Correlation is significant at the 0.01 level (2-tailed)

DISCUSSION

Based on empirical findings in the field, it can be clearly demonstrated that the intensity of online game play and narrative writing skills in sixth-grade students at SDN 138 Pekanbaru are independent or occur independently. These results refute conventional concerns from educators and parents that digital game play automatically damages or reduces children's verbal-linguistic writing skills.

The high tendency of students in the medium intensity category (67,34%) indicates adequate time management. Furthermore, the fact that

59,18% of students have medium narrative writing skills demonstrates that they have mastered the ability to manipulate graphic symbols (encoding) and chronologically narrate events.

The lack of a significant correlation between these two variables occurs because writing skills are essentially motoric and logical linguistic competencies that cannot be acquired instantly through passive recreational activities but must be developed through continuous formal practice. The structured practice and teacher guidance within the formal school curriculum are far more dominant in influencing students' narrative writing skills. The effects of exposure to digital imagination from game storylines at home are negated by the strength of classroom learning. This research finding aligns with previous studies by Pratama & Setiawan (2022) and Utami (2021), which confirmed that the duration of digital entertainment media use does not correlate linearly with students' fiction writing performance, but rather is determined by the intensity of standard practice and the students' own internal reading interests.

CONCLUSION

Based on the results of the data analysis and discussion, it can be concluded that there is no significant relationship between the intensity of online game play and the narrative writing skills of sixth-grade students at SDN 138 Pekanbaru. Both variables are proven to be independent, where variations in the frequency and duration of online game play by children outside of school hours cannot be used as a benchmark or predictive indicator to assess the quality of their narrative writing skills. Elementary school students' writing skills are purely the accumulated result of the effectiveness of the formal learning process and the intensity of language practice received in the school environment. From a practical perspective, educators are advised to start adopting an adaptive attitude by utilizing imaginative elements or mission plots in online games as a stimulus for



creative initial ideas (drafting) in narrative writing learning in the classroom.

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