



The Influence of Online Games and Social Media on Student Learning Motivation Moderated by Self-Control

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Abstrak

Dengan menggunakan kontrol diri sebagai variabel moderasi, penelitian ini mencoba untuk menguji bagaimana media sosial dan game online mempengaruhi motivasi belajar mahasiswa Fakultas Ekonomi dan Bisnis Universitas Negeri Padang. Penggunaan teknologi digital yang ekstensif oleh mahasiswa dapat mempengaruhi motivasi mereka untuk belajar baik secara positif maupun negatif. Karena media sosial dan game online merupakan dua aktivitas digital yang paling populer, maka sangat penting untuk melihat bagaimana pengaruhnya terhadap motivasi belajar mahasiswa. Penelitian ini menggunakan metodologi kuantitatif, dengan mengumpulkan informasi dari mahasiswa Fakultas Ekonomi dan Bisnis Universitas Negeri Padang melalui kuesioner. Untuk analisis data, teknik regresi moderasi digunakan. Temuan menunjukkan bahwa bermain game online secara signifikan mengurangi motivasi untuk belajar, sementara media sosial menunjukkan efek yang bervariasi tergantung pada intensitas dan tujuan penggunaan. Telah ditunjukkan bahwa kontrol diri mengurangi pengaruh media sosial dan game online terhadap motivasi belajar. Siswa dengan tingkat kontrol diri yang tinggi mampu mengelola penggunaan game online dan media sosial dengan lebih bijak agar tidak mengganggu motivasi belajar mereka. Hasil penelitian ini menyoroti pentingnya mengajarkan pengendalian diri kepada anak-anak agar mereka dapat menghadapi tuntutan era digital.

Kata Kunci: Game online, Sosial media, Motivasi belajar, Kontrol diri, Mahasiswa.

Abstract

Using self-control as a moderating variable, this study attempts to examine how social media and online games affect students' motivation to learn at Padang State University's Faculty of Economics and Business. Students' extensive usage of digital technology can affect their motivation to learn in both positive and negative ways. Since social media and online games are two of the most popular digital activities, it is critical to look at how they affect students' motivation for learning. This study employed a quantitative methodology, gathering information from current students at Padang State University's Faculty of Economics and Business via questionnaires. For data analysis, moderated regression techniques were employed. The findings demonstrated that playing online games significantly reduced motivation to learn, while social media exhibited varying effects depending on the intensity and purpose of use. It has been demonstrated that Self-control lessens social media's influence. and online gaming on learning motivation. Students with high levels of self-control were able to manage their use of online games and social media more wisely so as not to interfere with their learning motivation. These results highlight the significance of teaching kids self-control so they can cope with the demands of the digital age.

Keywords: Online games, Social media, Learning motivation, Self-control, Students.

Latar Belakang Penelitian

Study Motivation factor is important thing that determines student success in the academic process. Students who have tall motivation tend show independence in study, perseverance face challenges, as well as consistency in reach objective education. According to (Afrinaval & Syamwil, 2019 n.d.). Study Motivation play a role as internal driving force that directs study activity student going to achievement optimal academic performance. In addition to direct observations of a person's behavior, particularly that of students, or personal characteristics, factors that impact learning motivation can also be found in the behavior of others, particularly in the current digital age (Amhalmad & Irianto, 2019 n.d.). Student learning motivation can be influenced by a variety of factors, including personal factors, the quality of the teachers' instruction, support from family and the surroundings, and the usage of relevant learning materials. Students and others can be motivated to study in a setting that is welcoming, appropriate, and participatory (Addnin & Effendi, 2021 n.d.).

Kemampuan ini esensial dalam membekali siswa untuk menghadapi tantangan kehidupan sehari-hari dan dunia kerja. Namun, kenyataannya matematika sering dianggap sebagai mata pelajaran yang sulit. Kesulitan ini muncul karena sifat materi yang abstrak, penggunaan rumus yang kompleks, serta pendekatan pengajaran yang kurang menarik. Ketidaktertarikan siswa terhadap matematika menyebabkan rendahnya motivasi belajar, yang berdampak pada pencapaian hasil belajar yang tidak optimal.

In the digital era, this motivation face various challenges, one of which come from development technology very rapid information, including the presence of online games and social media.

Use of technology has greatly changed many facets of people's life in the modern era, including education. Students find it easier because smart devices and internet access are becoming more common and sophisticated. to use a variety of digital platforms to engage with the outside world, both for pleasure purposes and to assist with academic endeavor (Saqib & Zarine, 2023). Additionally, using information technology has

become a part of students' everyday lives. The fast advancement of science and technology, which comes together with the accelerating speed of globalization, has an impact on this.

By 2024, Indonesia is expected to have 79.50% internet penetration, with over 221 million users out of a total population of over 278 million. These statistics show that digitalization has become a necessary part of daily life, particularly for young people (APJII, 2024). For now, there is more rivalry in many facets of contemporary life as a result of the notable rise in internet usage. This situation necessitates changes in the quality of human resources (HR) in order to compete and adapt in this fast-paced digital age. However, the quick adoption of digital technology has also led to two notable trends among students: a strong desire to play online games and a spike in social media usage. Online gaming has evolved from a simple form of amusement to a way of life and a distinct community among students.

The quick advancement of digital technology had a big impact on students' enthusiasm to learn. 41% of Indonesian students acknowledge that their study time is consumed by social media and online gaming, and over 70% of them use these platforms on a regular basis. According to the 2023, APJII survei, research (Tridara, 2025). demonstrated that playing online games and using TikTok had a detrimental effect on learning motivation, leading to greater procrastination and lower focus.

In view (Bruner, 1960), Learning is a dynamic process that calls for drive to pick up new information. Overuse of social media and online games can impede active learning. Self-control, however, is an essential balancing aspect. Self-control allows students to utilize technology responsibly without sacrificing their academic obligations. A number of earlier research (Alfiani et al., 2023; Guillena, 2023; Ilham, 2020). Excessive usage of social media and online games has been linked to lower learning motivation, according to studies. On the other hand, social media can even boost motivation when used properly (Kalam et al., 2023; Sopian et al., 2022). The researcher's initial observations also indicated that students tend to spend quite a long time playing online games and utilizing social media, which has the potential to impair their learning motivation.

Tabel 1. *Date on The Total Time Spent by FEB UNP Students Playing Online Games*

No	Amount Time Which Spent	Percentage
1.	Not enough from 1 O'clock	6.4 %
2.	1-2 O'clock	14.2 %
3.	3-4 O'clock	11.8 %
4.	4-5 O'clock	35.1%
5.	More from 5 O'clock	32.5%

Source : *Processed Data Primary 2025*

According to the findings of a preliminary study given to 30 students in Padang State University's Faculty of Economics and Business, the typical student spends more than four hours a day playing online games. This implies that internet gaming can result in addiction if improperly supervised. Additionally, in terms of how social media affects students' motivation to learn, students utilize social media on average every day in the following ways:

Tabel 2. *Information About How Much Time FEB UNP Students Spend On Social Media Overall*

N o	Time Spent Less Than 1 Hour	Percentage
A.	1-2 hour	8,2 %
B.	3-4 hour	15,4 %
C.	4-5 hour	52,9 %
D.	More than 5 hour	23,5 %

Source : *Processed Data Primary 2025*

According to the study's findings, the majority of students use social media for more than four hours every day. Their physical and emotional well-being may be affected by this. Halodoc.com states that 1-2 hours a day is the optimal amount of time to spend on social media and playing online games.

Tabel 3. *The Degree Of FEB UNP Students' Motivation For Learning While They Are Not Playing Online Games*

No	Level Motivation Study Student FEB UNP	Percentage
1.	Very Low	0 %
2.	Low	20.3 %

3.	Neutral	24.2 %
4.	Tall	30.2 %
5.	Very Tall	25.3 %

Source : *Processed Data Primary 2025*

According to data, students' desire to learn is generally neutral to high when they are not using social media and online games. The split is as follows: 25.3% are very high, 30.2% are high, and 24.2% are neutral. Nonetheless, 20.3% of pupils continue to lack motivation for learning. Data from when students utilize social media and online gaming must be compared in order to determine the degree to which these platforms affect learning motivation. In order to ascertain the influence more precisely, further observations were made.

Tabel 4. *The impact of the use of online games and social media on the learning motivation of FEB UNP students*

No	Student Learning Motivation Level FEB UNP	Persentase
1.	Very Unmotivated	30,2 %
2.	Not Motivated	23,5 %
3.	Neutral	23,5 %
4.	Slightly Motivated	16,9 %
5.	Very Motivated	5,9 %

Source : *Processed Data Primary 2025*

According to preliminary findings, using social media and online games reduced students' willingness to learn. When using these platforms, 30.2% of students reported feeling extremely demotivated, and another 23.5% reported feeling unmotivated. If improperly handled, this might dampen students' passion for learning.

Self-control is used as a moderating variable in this study to investigate how social media and online gaming affect students' motivation to learn at Padang State University's Faculty of Economics and Business. Self-control is thought to be able to explain how much these two factors affect learning motivation. Understanding how digital technology impacts students' learning processes is crucial, especially in light of the present digital era's concerns about self-control and distraction.

Rumusan Masalah

Based on the background, identification, and scope of the problem described above, the research questions are as follows:

1. Is there a significant effect of online gaming on the learning motivation of students in the Faculty of Economics and Business at Padang State University?
 2. Is there a significant effect of social media use on the learning motivation of students in the Faculty of Economics and Business at Padang State University?
 3. Is there a significant influence between the use of online games and social media on the learning motivation of students at the Faculty of Economics and Business, Padang State University?
 4. To what extent can self-control variables moderate the influence of online games on the learning motivation of students at the Faculty of Economics and Business, Padang State University?
 5. To what extent can self-control moderate the influence of social media on the learning motivation of students at the Faculty of Economics and Business, Padang State University?
 6. Is there an interactive relationship between online games, social media, and self-control in shaping the learning motivation of students at the Faculty of Economics and Business, Padang State University?
4. The role of self-control as a moderating variable in the relationship between online game usage and learning motivation.
 5. The moderating effect of self-control in the relationship between social media usage and learning motivation.
 6. To provide data-driven recommendations for adaptive and effective learning strategies in the digital age

Tujuan Penelitian

Based on the above problem formulation, the objectives of this study are to analyze:

1. The effect of online games on the learning motivation of students at the Faculty of Economics and Business, Padang State University
2. The effect of social media on the learning motivation of students at the Faculty of Economics and Business, Padang State University
3. The effect of online games and social media on the learning motivation of students at the Faculty of Economics and Business, Padang State University.

Manfaat Penelitian

The expected benefits of this research are as follows:

Theoretical benefits: Contribution to science and Development of Motivation Theory.

Practical Benefits

For Students: This research is expected to provide students with an understanding of the impact of online gaming and social media on their learning process. By knowing these influences, students can be more prudent in using their time on digital platforms, thereby increasing their motivation and learning outcomes.

Bagi Guru: Menyediakan sumber daya pengajaran yang telah tervalidasi untuk mendukung strategi pengajaran yang beragam.

For Educational Institutions: The research results can be used by faculties to design programs or policies that support the positive use of digital media in the learning process. For example, institutions can develop curricula that integrate elements from educational online games or utilize social media to enhance interaction and collaboration among students.

Bagi Peneliti: To broaden knowledge and experience in the development of learning materials, and to encourage further research in this field.

Method

Study This use approach quantitative with method survey. The purpose is For analyze impact and influence use of online games and social media to motivation Study student Faculty

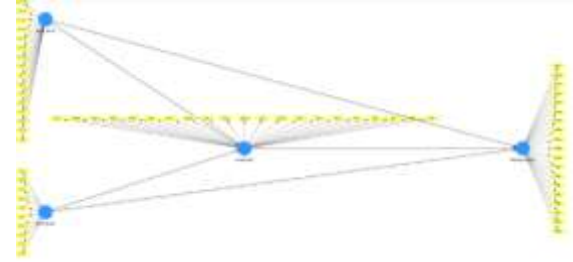
Department of Economics and Business, Padang State University. Research this also makes control self as variables moderation. Population in study This is all over student active S1 Faculty Economics and Business, Padang State University. Sample study taken from student active Class of 2021, 2022, 2023, and 2024 Faculty Department of Economics and Business, Padang State University. Data collection techniques samples used is Stratified Random Sampling. Based on population data, the number of samples taken is 96 respondents, with details of 26 people from class of 2021, 22 people from class of 2022, 19 people from class of 2023, and 33 people from class of 2024.

This study involves three main variables, namely the independent variable (X), consisting of online games (X1) and social media (X2), and the dependent variable (Y), which is learning motivation. In addition to the dependent and independent variables, this research also uses a moderating variable (Z), which is self-control. Each variable is measured using specific indicators. For example, the online games variable (X1) is measured based on concentration level, ability in a specific field, addiction, and environmental influence. The social media variable (X2) is measured based on usage frequency, purpose of use, and psychological impact. Learning motivation (Y) is measured based on goal orientation, desire to achieve goals, and interest in learning material. Self-control (Z) as a moderating variable is measured based on impulse control, ability to delay gratification, self-discipline, emotional regulation, and resilience to distractions. Data were collected through questionnaires distributed to 96 respondents. The data are quantitative, primary, and cross-sectional descriptive. A Likert scale was used as the research instrument. Before analysis, the instruments were tested for validity and reliability. Data analysis in this study used the Partial Least Squares (PLS) method.

This data analysis technique divided become two stages, namely the Measurement Model (Outer Model) and the Structural Model (Inner Model). The Measurement Model (Outer Model) is useful For test validity and reliability instrument with validity test convergent and discriminant, as well as reliability tests composite. Meanwhile, the Structural Model (Inner Model): For test connection between variables, including testing hypothesis.

Based on description variables and relationships between variables that have been explained there are research models and research models used in study This is for see the visual model used in study This can depicted as following :

Figure 1. *Image of the Visual Research Model Study*



Source : *Processed Data Smartpls 2025*

Result and Discussion

Respondent Characteristics

Ninety six respondents who were enrolled in Padang State University's Faculty of Economics and Business from 2021 to 2024 participated in this survey. The Slovin formula was used to calculate the sample size, which had a 10% margin of error. After then, the sample was chosen proportionately from 2,686 students overall, accounting for the number of students in each year.

Descriptive Analysis

This study looked at three primary variables: online gaming and social media as independent variables. A set of statements was used to evaluate each of these variables. Self-control functioned as a moderating factor, either boosting or reducing the link between the independent and dependent variables, while learning motivation was the dependent variable

Tabel 5. *Total Distribution of all Research Variables*

NO	Variabel	Mean	TCR	Category
1.	Motivation to Learn (Y)	2,42	49,57%	Less
2.	Self Control (Z)	2,50	51,89%	Good
3.	Online Game (X ₁)	3,15	63,11%	Good
4.	Social Media (X ₂)	2,56	52,85%	Good
NO	Variabel	Mean	TCR	Category

Source : *Processed Data Primary 2025*

From the table said, then the average value is obtained from online game variable of 3.15

with percentage of achievement level Respondent (TCR) reached 63.11% where results the can categorized Enough good . From the results the can known that when playing online games for students Faculty Economics and Business, Padang State University, on average still show enough influence significant to motivation Study they. Although the result No Enough high, online games that are included in the category Enough Good possible can influence motivation Study student in activity academic. So, we No managed and handled with right, then will impact to activity academic student.

Besides online game variables, social media variables are also possible can influence motivation Study students. This is proven with acquisition average social media rating is at 2.56 with percentage at 52.85 % where matter also entered category enough. This result can also be implement ability student in manage and hold self from disturbance learning that in the end can influence enthusiasm and motivation study at a sufficient level OK. Next, on the variable motivation Study there is an average value reached 2.42 with a TCR of 49.57%. This enter to in category not enough good. It means motivation Study student still minimal in activity learning. However, motivation Study student Still Can changed become more Good If student the No consistent in study. Besides that, variable control self is also capable become variables moderation that can moderate between variable. This is can seen from the average value obtained namely 2.50 with a TCR value of 51.89% the enter to in category Enough good. That is, control self can also it is said Enough good and successful in bridge between variables X and Y.

From the thing the can known that in play online games and social media can influential to motivation Study student depends to control self from individual students. If students capable control and manage himself in play online games and social media with good and right, then will possible can influence motivation Study student.

Classical Assumption Test

In this study, traditional assumption tests such as convergent validity, discriminant validity, and composite reliability were employed. The following data came from the external model measurement study:

Tabel 6. *Outer Model Test Result Data*

Cronba ch's alpha	Compo site reliabili	Compo site reliabili	Averag e varianc
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		ty (rho_a)	ty (rho_c)	e extracte d (AVE)
Online game	0.908 46	0.908 54	0.905 94	0.520 85
Self Control	0.926 60	0.929 29	0.934 75	0.527 15
Social media	0.784 09	0.818 58	0.832 93	0.531 59
Motivat ion Study	0.950 95	0.952 30	0.955 85	0.534 18

Source : *Processed Data Primary 2025*

Based on the results in the table, the Composite Reliability and AVE values have met the validity and reliability criteria of the test. This is indicated by the Composite Reliability values, which are all above 0.7, and the AVE values for each variable that have exceeded the minimum limit of 0.5. Thus, all instruments used in this study can be declared to have met the quality standards set in the validity and reliability tests.

Structural Model Planning

Tabel 7. *Latent Variables and Constructs*

Variabel Laten	Variabel Konstruk / Indikator (Observed Variable)
Game Online	GO1, GO2, GO3, GO4, GO5, GO6, GO7, GO8, GO9, GO10, GO11, GO12, GO13, GO14, GO15, GO16
Media Sosial	MS1, MS2, MS3, MS4, MS5, MS6, MS7, MS8, MS9, MS10
Kontrol Diri	KD1, KD2, KD3, KD4, KD5, KD6, KD7, KD8, KD9, KD10, KD11, KD12, KD13, KD14, KD15, KD16, KD17, KD18, KD20, KD21
Motivasi Belajar	MB1, MB2, MB3, MB4, MB5, MB6, MB7, MB8, MB9, MB10, MB11, MB12, MB13, MB14, MB15, MB16, MB17, MB18, MB19

Sumber : *Primary data Processing Year 2025*

Tabel 8. *Results Testing Inner Model Based On Mark R- Square*

	R-square	R-square adjusted
Control Self	0.68230	0.67546
Motivation Study	0.90537	0.90228

Sumber : Primary data Processing Year 2025

The table shows that self-control has an R-Square value of 0.67546 (excellent category) and learning motivation has an R-Square value of 0.90228 (excellent category). These findings show that 68.2% of the self-control variable and 90.2% of the learning drive variable. Other factors outside the purview of the variables being studied have an impact on the remaining fraction of both variables.

Study This show that online games and social media in a way simultaneously own influence significant to motivation Study student Faculty Economy And Business University Padang State, with contribution by 90.2% based on results SEM analysis on applications SmartPLS 4. The remainder, 9.8 %, is influenced by other factors outside variables studied. Referring to the theory (Herzberg, 1968), motivation learning is also influenced by other factors such as environment , relationships social , responsibility answer , and opportunity developing . This result is also in line with with findings (Alfiani et al., 2023) dan (Sopian et al., 2022), who stated that online games and social media can lower motivation Study If used in a way excessive.

For overcome impact negative the , **control self (self-control)** become factor important. (Haris, 2023) explain that individual with control good self capable withhold encouragement momentary, disciplined, and focused on goals term long. In study this, control self proven can moderate the influence of online games and social media to motivation learn, with contribution by 68.2%. In conclusion, online games and social media is factor important things that influence motivation learning in the digital age. Therefore that, strengthening control self as well as effort improvement motivation Study need become attention together for students, lecturers, and institutions education. For know level

influence between online games and social media in a way separated to motivation Study Students, pay attention results analysis following :

Tabel 6. List of Hypothesis Test Results

	Original sample (O)	Sample mean (M)	Standard deviation (STD EV)	T statistics (O/STD EV)	P values
Game Online -> Kontrol Diri	0.03704	0.06358	0.11390	0.32525	0.74501
Game Online -> Motivasi Belajar	-	-	0.07061	0.94574	0.34433
Kontrol Diri -> Motivasi Belajar	0.55757	0.56230	0.08671	6.43036	0.00000
Media Sosial -> Kontrol Diri	0.70308	0.68779	0.07386	9.51896	0.00000

Source : Processed Data Primary 2025

Based on the table, the hypothesis testing results are summarized as follows: H₁ (Online games are assumed to have a positive and significant effect on self-control) is rejected, with p-value = 0.74501 and t-value = 0.32525 (< 1.96; p > 0.05), indicating a negative and insignificant effect. H₂ (Online games are assumed to have a positive and significant effect on learning motivation) is rejected, with p-value = 0.34433 and t-value = 0.94574 (< 1.96; p > 0.05), showing a negative and insignificant effect. H₃ (Self-control moderates the effect on learning motivation) is accepted, with p-value = 0.00000 and t-value = 6.43036 (> 1.96; p < 0.05), meaning self-control can moderate learning motivation. H₄ (Social media is assumed to have a positive and significant effect on self-control) is accepted, with p-value = 0.00000 and t-value = 9.51896 (> 1.96; p < 0.05), indicating a positive and significant effect. H₅ (Social media is assumed to

have a positive and significant effect on learning motivation) is accepted, with $p\text{-value} = 0.00000$ and $t\text{-value} = 4.66682 (> 1.96; p < 0.05)$, showing a positive and significant effect.

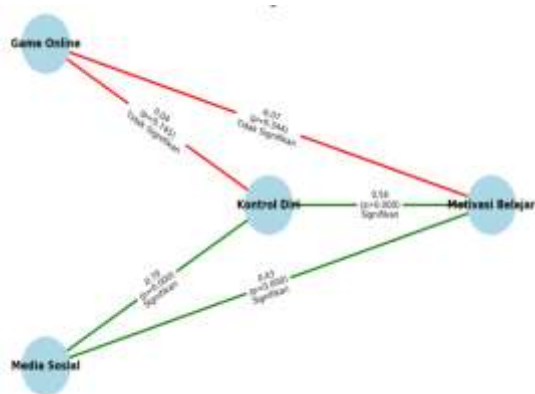


Figure 2. PLS Model

Source : Primary data Processing Year 2025

Simultaneous Test (F Test)

The F test calculation results show that the calculated F value = 179.73 is greater than the F table = 3.10 at a 5% significance level ($\alpha = 0.05$) with df (2; 93). This indicates that online gaming and social media variables simultaneously have a positive and significant effect on learning motivation.

The Influence of Online Games and Social Media with Self-Control as Moderator

Online games and social media have a significant influence on students' learning motivation, contributing 79.2%, while other factors contribute 20.8%, according to Herzberg's theory. Self-control plays a moderating role, contributing 51.8%, helping to mitigate the negative impact of online game and social media addiction on learning motivation.

This finding is also consistent with the study by Kovan et al. (2024), which stated that social media directly influences three significant mediation pathways through self-control, through responsibility, and through a combination of self-control and responsibility. Overall, social media is significantly associated with learning motivation, with self-control acting as a moderating factor in this relationship.

The Influence of Online Games on Learning Motivation

Online games have a negative and insignificant influence on learning motivation. The higher the intensity of play, the lower the students' learning motivation, as evidenced by a $p\text{-value}$ of 0.34433 and a TCR of 63.11%.

This finding is also supported by research conducted by Alfiani et al. (2023), which revealed that playing online games has the potential to negatively influence learning motivation. Therefore, the use of online games needs to be controlled so that it does not adversely affect the learning process.

The Influence of Social Media on Learning Motivation

Social media has a positive and significant influence on learning motivation. The more frequent use, the higher the learning motivation, as evidenced by a $p\text{-value}$ of 0.00000 and a TCR of 52.85%. Although excessive use can have negative consequences.

This finding is also supported by Guillena (2023), who in her research revealed that social media can significantly influence students' focus and learning motivation. She stated that social media platforms can cause a shift in focus—cognitively, affectively, personally integratively, and socially integratively—but only up to a certain extent.

Conclusion

This study investigates how social media and online games affect students' motivation to learn at Padang State University's Faculty of Economics and Business, using self-control as a moderating variable. The results show that online gaming and social media both significantly affect students' willingness to learn. Both have a bigger impact on learning motivation the more intensely they are used. When considered independently, however, online games have a detrimental, if not statistically significant, impact on students' motivation to study; that is, the more often students play online games, the less motivated they are to learn. On the other hand, social media can positively affect students' drive to learn; the more they use it, particularly for educational and productive goals, the more enthusiastically they will learn. Furthermore, it has been demonstrated

that self-control moderates the association between learning motivation and the two factors. Pupils who possess adequate self-control are more likely to utilize technology sparingly and manage their time well to prevent interfering with their studies.

It is imperative that students start improving their time management abilities and cutting back on distracting digital activities in light of these findings. If self-control is insufficient, using social media and playing online games can make you less motivated to

study. Students are therefore expected to utilize technology more responsibly in order to guarantee the accomplishment of academic goals. In order to obtain deeper and more thorough insights, future researchers undertaking related studies are advised to use this research as a reference by adding more pertinent variables. To broaden viewpoints and produce more thorough results while analyzing learning motivation in the contemporary digital era, several theoretical approaches may also be taken into consideration.

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Saya merupakan mahasiswa Pendidikan Ekonomi Universitas Negeri Padang. Saya memiliki pengalaman 3 tahun di bidang entrepreneurship. Memiliki keahlian dalam pengelolaan media sosial, kampanye iklan online, dan analisis data pemasaran. Terbiasa bekerja dengan target dan memiliki kemampuan komunikasi yang baik.