HUBUNGAN PENGGUNAAN GAME ONLINE DENGAN PERILAKU AGRESIF SISWA KELAS XI SMA NEGERI 4 PADANGSIDIMPUAN TAHUN AJARAN 2024/ 2025

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Abstrak

Skripsi ini berjudul Hubungan Penggunaan *Game Online* Dengan Perilaku *Agresif* Siswa Kelas XI SMA Negeri 4 Padangsidimpuan Tahun Ajaran 2024/2025". Metode yang digunakan dalam penelitian ini adalah Kuantitaif Korelasional. Penelitian ini dilaksanakan di SMA Negeri 4 Padangsidimpuan, selama kurang lebih 2 bulan setelah di keluarkannya surat penelitian oleh Fakultas Keguruan dan Ilmu Pendidikan. Sampel dalam penelitian ini berjumlah 27 siswa yang menggunakan *Game Online* dan memiliki perilaku *Agresif*, dipilih dengan teknik *purposive sampling*. Berdasarkan hasil penelitian yang telah dilaksanakan dapat diperoleh kesimpulan pada penelitian ini adalah, variable *Game Online* terhadap perilaku Agresif sebesar 0,881. Hal ini menunjukkan ada hubungan yang negatif antara variabel *Game Online* (X) dengan perilaku *Agresif* (Y) karena signifikasi keduanya kurang dari 0,05, dimana 0,05 merupakan segnifikasi yang telah ditentukan. Dan nilai pearson corellation 0,041-0,060 korelasi sedang, dari hasil uji t variabel X terhadap Variabel Y yaitu -0,30 Hasil penelitian ini menunjukkan adanya hubungan negatif yang lemah antara penggunaan *Game Online* dan perilaku *Agresif*,

Kata Kunci: *game online, perilaku agresif, remaja, siswa*

Abstract

This thesis is entitled "The Relationship between Online Game Use and Aggressive Behavior of Grade XI Students of SMA Negeri 4 Padangsidimpuan in the 2024/2025 Academic Year". The method used in this study is Quantitative Correlational. This research was conducted at SMA Negeri 4 Padangsidimpuan, for approximately 2 months after the issuance of the research letter by the Faculty of Teacher Training and Education. The sample in this study was 27 students who used Online Games and had Aggressive behavior, selected using purposive

sampling technique. Based on the results of the research that has been carried out, it can be concluded that this study is that the Online Game variable on Aggressive behavior is 0.881. This shows that there is a negative relationship between the Online Game variable (X) and Aggressive behavior (Y) because the significance of both is less than 0.05, where 0.05 is the predetermined significance. And the Pearson correlation value is 0.041-0.060, a moderate correlation, from the results of the t-test of variable X against variable Y, namely -0.30. The results of this study indicate a weak negative relationship between the use of online games and aggressive behavior.

Keywords: ***online games, aggressive behavior, teenagers, students***

INTRODUCTION

The development of Science and Technology (IPTEK) continues to progress from year to year. Of course, this development greatly benefits various groups across all levels of society. The advancement of science and technology helps people carry out their daily lives more easily. The progress of technology aims to make human work easier, while effectiveness and efficiency of time become additional advantages offered. This condition inevitably makes society increasingly dependent on technological advancements.

People utilize technological developments in various aspects of life, whether as a medium for business, education, or entertainment, such as gaming. One form of technology utilization in entertainment is online and offline games.

Online games are defined as video game simulations that can be played on devices such as computers, tablets, or smartphones connected to the internet. In today's era, where technology continues to advance rapidly, the need for entertainment is also increasing. The presence of online games serves as an alternative entertainment medium for users after becoming tired from daily activities.

The development of online games has also been accompanied by the emergence of gaming enthusiasts and the expansion of internet access into a more affordable phase, marked by the increasing number of internet cafés (warnet) that provide online gaming facilities on each computer in major cities. By paying a relatively low fee of around Rp. 2,000 per hour, individuals can spend hours enjoying online games.

One of the most popular online games today is Mobile Legends because of its enjoyable gameplay and characteristics, making it one of the most widely played online games. This study focuses on the online game application Mobile Legends because it is a multiplayer online battle arena (MOBA) game. This type of game emphasizes teamwork in competing groups, where each team consists of five players with different roles and skills. Players must destroy enemy towers and the main base to win the match. The game was released on July 14, 2016, by Shanghai Moonton Co., Ltd. It has approximately 80 million monthly players worldwide, while in Indonesia there are around 34 million active monthly users, dominated by players from Java and Sumatra.

Mobile Legends is a MOBA game that differs from most other MOBA games because it is played on mobile devices through Play Store and iOS platforms. Released in 2016, the game can be played for free on both Android and iOS devices (Suryo et al., 2021:13).

According to the Indonesian Psychological Association (HIMPSI, 2020), the factors causing internet addiction, especially among online game users, are as follows:

a) **Stress**
   Dewiratri et al. (2014) in HIMPSI (2020) stated that when individuals cannot control stress, they tend to vent their stress in various ways. One of these ways (Chaplin, 2011) is by accessing the internet, since the internet provides access to various activities that may relieve stress, such as social media and online games.
b) **Loneliness**
   According to Dewiratri et al. (2014) in HIMPSI (2020), loneliness can also be a factor causing online game addiction. Even when surrounded by friends, individuals may still feel lonely. This indicates difficulties in establishing social relationships with their environment. Therefore, to gain social attention, one solution they may choose is engaging with the internet, including social media and online games.
c) **Weak self-control**
   Sariyani (2017) in HIMPSI (2020) explained that weak self-control refers to an individual's inability to regulate emotions, thoughts, and actions due to internal and external pressures. As a result, individuals may struggle to make proper decisions and actions, leading them to become addicted to online games.

Based on these factors, individuals who cannot control stress may vent it through behaviors such as throwing their phones when losing a game, becoming easily emotional, frequently gathering with friends while still feeling lonely, and failing to control themselves. The presence of online games amid rapid technological development has significantly impacted students' development and adaptation. Many students addicted to games experience behavioral changes, becoming more aggressive, such as using harsh language or even engaging in physical violence.

Aggression is defined as physical or verbal behavior intended to hurt others (Myers, in Ferdiansa & Neviyarni, 2020, 5(2):8). Various forms of aggressive behavior among students can be found in daily life, including fighting, provoking others, kicking, intimidating, arguing, mocking, physical aggression, verbal aggression, anger, and hostility (Khaira, 2022, 11(2):109).

According to Buss and Perry (in Ferdiansa & Neviyarni, 2020, 5(2):9), the aspects of aggressive behavior include:

1. **Physical Aggression**: actions involving physical contact intended to hurt others, such as hitting or kicking.
2. **Verbal Aggression**: the use of words to hurt or demean others, such as insults or threats.

3. **Anger**: intense emotional responses that may trigger aggressive behavior, such as hatred or rage.
4. **Hostility**: negative and distrustful attitudes toward others that may encourage aggressive actions.

Aggressive behavior that is not managed properly may lead to conflicts with others, declining academic achievement, and psychological problems such as anxiety, depression, and even more serious violent acts such as bullying. According to Sekar (in Imran & Kur'aini, 2022, 10(2):375), internal factors of aggressive behavior include frustration, cognitive and intellectual disturbances in adolescents, emotional disturbances, impulsive thinking patterns, low self-control, anxiety, and low emotional intelligence. External factors include family, peers, and school environments. Parenting styles, especially poor parental supervision, adults who model aggressive behavior, low education, and experiences of domestic violence also contribute to aggressive behavior.

Students tend to be more interested in online games than traditional games such as marbles, chess, yo-yos, spinning tops, and football. This situation affects various aspects of students' lives because the time that should be used for socializing with peers or studying is instead spent sitting for long periods playing games. As a result, children who play online games often use rude and offensive language when they lose, including insults using animal names or vulgar sexual terms directed at other players. In severe cases, heightened emotions may cause individuals to become aggressive and physically harm people around them.

Aggressive behavior among students remains a common problem in schools. This behavior negatively affects students' psychological and academic development, making it a serious issue among students.

To overcome online game addiction and aggressive behavior, several strategies can be implemented:

a. **Limiting playtime**: Create a gaming schedule and limit the duration of play. Reminders or alarms on phones may help.
b. **Cognitive behavioral therapy**: This therapy can help address severe online game addiction. Psychologists may refer individuals to experienced therapists.
c. **Finding new hobbies**: Encourage children to engage in enjoyable activities such as cooking, drawing, coloring, or gardening.
d. **Social interaction**: Encourage children to play with peers, join community activities, or attend family events.
e. **Providing rewards**: Give praise or rewards when children successfully complete new activities.
f. **Discussion**: Discuss the negative impacts of online game addiction with children**.**
g. **Instilling positive thinking**: Teach children that gaming should only be for entertainment purposes.

Based on the statement above, gamers who frequently play with peers at school may begin fantasizing about becoming heroes in the game. They may suddenly hit their friends unintentionally while imitating

game actions. The researcher concludes that aggressive behavior resulting from gaming can generally be classified into two categories: physical aggression and verbal aggression.

From the researcher's observations and interviews with students and school staff, students were frequently found playing games such as Mobile Legends during breaks. According to guidance and counseling teachers, several students were also caught playing online games during class hours, while others prioritized gaming over completing assignments from subject teachers. Many students were also found sleeping in class because they stayed up late playing Mobile Legends.

As a result of Mobile Legends addiction, many students display aggressive behavior at school. Aggressive behavior among students at SMA Negeri 4 occurs almost every week, both physically and verbally, including hitting, shouting, insulting, and mocking. Based on these preliminary findings, the researcher became interested in conducting a study entitled: **"The Relationship Between Online Game Usage and Aggressive Behavior Among Eleventh Grade Students at SMA Negeri 4 Padangsidimpuan."**

METHOD

This research was conducted for approximately two months after the issuance of the official research permit letter from the Faculty of Teacher Training and Education, Muhammadiyah University of South Tapanuli. The method used in this study was a quantitative correlational research method. According to Creswell (2014:32), quantitative correlational research is a study that uses statistical methods to measure the relationship or influence between two or more variables. According to Sugiyono (2019, p. 70), associative (correlational) research is research aimed at determining the relationship between two or more variables. Furthermore, in this study, the data collection method used was a survey.

Table. 1 Population

No	Class	Total
1	XI-1	30
2	XI-2	30
3	XI-3	31
4	XI-4	35
Total		**136**

Based on the population table above, the population used in this study was specifically limited to eleventh-grade students of SMA Negeri 4 Padangsidimpuan. According to Sutejo (2018), the widespread popularity of online games eventually causes adolescents to continue playing online games without self-control, leading them to become addicted to online gaming. The total number of students at SMA Negeri 4 Padangsidimpuan who use online games, particularly Mobile Legends, is unknown.

The sampling technique used in this study was purposive sampling. According to Sugiyono (2018:138), purposive sampling is a sampling

technique that uses certain considerations based on specific criteria to determine the sample size to be studied. The criteria used in this study were: eleventh-grade students of SMA Negeri 4 Padangsidimpuan, students who use the online game application Mobile Legends, students who play for more than three hours per day, and students who exhibit aggressive behavior.

Table. 2 Sample

No	Class	Total
1	XI	27
Total		27

From the table above, it can be concluded that the research sample taken was 25% of the total population. Thus, the number of participants used as samples in this study was 27 male and female students of Grade XI at SMA Negeri 4 Padangsidimpuan.

RESULT AND DISCUSSION

Result

According to Gunawan (2020), a normality test is used to determine and measure whether the obtained data are normally distributed and whether the data come from a population with a normal distribution. The normality test used in this study was the Kolmogorov–Smirnov test. The data can be considered normally distributed if the Asymp. Sig value is greater than 0.05.

The researcher processed the data using the SPSS program. Therefore, the criteria for determining whether the curve is normal were based on asymptotic significance testing (Asymp. Sig) at 0.05. The data are considered normal if they meet the following criteria:

a) If the obtained significance value is > 0.05, then the sample comes from a normally distributed population.
b) If the obtained significance value is < 0.05, then the sample does not come from a normally distributed population.

Linearity Test

According to Sugiyono and Susanto (2015), the linearity test can be used to determine whether the dependent variable and the independent variable have a significant linear relationship. This test is commonly used as a prerequisite in correlation or linear regression tests, with the conditions that the significance value is greater than 0.05 and the deviation from linearity is also greater than 0.05, indicating that there is a linear relationship between variables. In this study, the researcher conducted the linearity test using SPSS 23 for Windows with the Test for Linearity at a significance level of 0.05.

Validity Test

According to Sugiyono and Susanto (2015), the linearity test can be used to determine whether the dependent variable and the independent variable have a significant linear relationship. This test is commonly used as

a prerequisite in correlation or linear regression tests, with the conditions that the significance value is greater than 0.05 and the deviation from linearity is also greater than 0.05, indicating that there is a linear relationship between variables. In this study, the researcher conducted the linearity test using SPSS 23 for Windows with the Test for Linearity at a significance level of 0.05.

Table. 3 Results of the Validity Test of the Try-Out Data for the Online Game Addiction Variable (X)

Instrument Item No.	Pearson Correlation (Calculated r)	r Table	Description
1	0.612	0.383	Valid
2	0.492	0.383	Valid
3	0.555	0.383	Valid
4	0.052	0.383	Invalid
5	0.197	0.383	Invalid
6	0.212	0.383	Invalid
7	0.648	0.383	Valid
8	0.437	0.383	Valid
9	0.270	0.383	Invalid
10	0.283	0.383	Invalid
11	0.352	0.383	Invalid
12	0.558	0.383	Valid
13	0.601	0.383	Valid
14	0.301	0.383	Invalid
15	0.517	0.383	Valid
16	0.442	0.383	Valid
17	0.531	0.383	Valid
18	0.700	0.383	Valid
19	0.604	0.383	Valid
20	0.537	0.383	Valid
21	0.425	0.383	Valid
22	0.421	0.383	Valid
23	0.496	0.383	Valid
24	0.586	0.383	Valid
25	-0.047	0.383	Invalid
26	0.440	0.383	Valid
27	0.485	0.383	Valid
28	0.721	0.383	Valid
29	0.412	0.383	Valid
30	0.005	0.383	Invalid
31	0.316	0.383	Invalid
32	0.405	0.383	Valid
33	-0.384	0.383	Invalid
34	0.289	0.383	Invalid
35	0.166	0.383	Invalid
36	0.030	0.383	Invalid
37	0.364	0.383	Invalid
38	0.030	0.383	Invalid
39	0.299	0.383	Invalid
40	0.304	0.383	Invalid
41	0.439	0.383	Valid
42	0.515	0.383	Valid
43	0.456	0.383	Valid
44	0.125	0.383	Invalid
45	0.543	0.383	Valid
46	0.434	0.383	Valid

47	0.506	0.383	Valid
48	0.476	0.383	Valid
49	0.323	0.383	Invalid
50	0.608	0.383	Valid

Based on Table 4.3 above, it can be concluded that out of the 50 question items tested on 27 respondents for the Online Game variable (X), 30 question items were valid, namely items number 1, 2, 3, 7, 8, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 41, 42, 43, 45, 46, 47, 48, and 50. This is because all calculated r-values (r-count) for the Online Game variable (X) were greater than the r-table value.

Meanwhile, 20 items were declared invalid, namely items number 4, 5, 6, 9, 10, 11, 14, 25, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 44, and 49. This is because all calculated r-values (r-count) for the Aggressive variable (Y) were smaller than the r-table value.

Table 4. Results of the Validity Test of the Try-Out Data for the Aggressive Behavior Variable (Y)

Instrument Item No.	Pearson Correlation (Calculated r)	r Table	Description
1	0.612	0.383	Valid
2	0.492	0.383	Valid
3	0.555	0.383	Valid
4	0.052	0.383	Invalid
5	0.197	0.383	Invalid
6	0.212	0.383	Invalid
7	0.648	0.383	Valid
8	0.437	0.383	Valid
9	0.270	0.383	Invalid
10	0.283	0.383	Invalid
11	0.352	0.383	Invalid
12	0.558	0.383	Valid
13	0.601	0.383	Valid
14	0.301	0.383	Invalid
15	0.517	0.383	Valid
16	0.442	0.383	Valid
17	0.531	0.383	Valid
18	0.700	0.383	Valid
19	0.604	0.383	Valid
20	0.537	0.383	Valid
21	0.425	0.383	Valid
22	0.421	0.383	Valid
23	0.496	0.383	Valid
24	0.586	0.383	Valid
25	-0.047	0.383	Invalid
26	0.440	0.383	Valid
27	0.485	0.383	Valid
28	0.721	0.383	Valid
29	0.412	0.383	Valid
30	0.005	0.383	Invalid
31	0.316	0.383	Invalid
32	0.405	0.383	Valid
33	-0.384	0.383	Invalid
34	0.289	0.383	Invalid
35	0.166	0.383	Invalid
36	0.030	0.383	Invalid

37	0.364	0.383	Invalid
38	0.030	0.383	Invalid
39	0.299	0.383	Invalid
40	0.304	0.383	Invalid
41	0.439	0.383	Valid
42	0.515	0.383	Valid
43	0.456	0.383	Valid
44	0.125	0.383	Invalid
45	0.543	0.383	Valid
46	0.434	0.383	Valid
47	0.506	0.383	Valid
48	0.476	0.383	Valid
49	0.323	0.383	Invalid
50	0.608	0.383	Valid

Based on Table 4.4 above, it can be concluded that out of the 50 question items tested on 27 respondents for the Aggressive Behavior variable (Y), 38 question items were valid, namely items number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 20, 22, 23, 24, 26, 27, 28, 31, 32, 33, 34, 35, 36, 37, 38, 41, 42, 43, 44, 45, 47, 48, 49, and 50. This is because all calculated r-values (r-count) for the Aggressive Behavior variable (Y) were greater than the r-table value.

Meanwhile, there were 9 invalid items, namely items number 12, 15, 17, 18, 19, 21, 25, 29, and 30. Items 39, 40, and 49 were also invalid because all calculated r-values (r-count) for the Aggressive Behavior variable (Y) were smaller than the r-table value.

Table 5. Results of the Validity Test of the Online Game Variable (X) Data

Instrument Item No.	Pearson Correlation (Calculated r)	r Table	Description
1	0.612	0.383	Valid
2	0.492	0.383	Valid
3	0.555	0.383	Valid
4	0.052	0.383	Invalid
5	0.197	0.383	Invalid
6	0.212	0.383	Invalid
7	0.648	0.383	Valid
8	0.437	0.383	Valid
9	0.270	0.383	Invalid
10	0.283	0.383	Invalid
11	0.352	0.383	Invalid
12	0.558	0.383	Valid
13	0.601	0.383	Valid
14	0.301	0.383	Invalid
15	0.517	0.383	Valid
16	0.442	0.383	Valid
17	0.531	0.383	Valid
18	0.700	0.383	Valid
19	0.604	0.383	Valid
20	0.537	0.383	Valid
21	0.425	0.383	Valid
22	0.421	0.383	Valid
23	0.496	0.383	Valid
24	0.586	0.383	Valid
25	-0.047	0.383	Invalid
26	0.440	0.383	Valid
27	0.485	0.383	Valid

28	0.721	0.383	Valid
29	0.412	0.383	Valid
30	0.005	0.383	Invalid
31	0.316	0.383	Invalid
32	0.405	0.383	Valid
33	-0.384	0.383	Invalid
34	0.289	0.383	Invalid
35	0.166	0.383	Invalid
36	0.030	0.383	Invalid
37	0.364	0.383	Invalid
38	0.030	0.383	Invalid
39	0.299	0.383	Invalid
40	0.304	0.383	Invalid
41	0.439	0.383	Valid
42	0.515	0.383	Valid
43	0.456	0.383	Valid
44	0.125	0.383	Invalid
45	0.543	0.383	Valid
46	0.434	0.383	Valid
47	0.506	0.383	Valid
48	0.476	0.383	Valid
49	0.323	0.383	Invalid
50	0.608	0.383	Valid

Based on Table 4.5 above, it can be concluded that all 30 question items tested on 27 respondents for the Online Game variable (X) were valid.

Table 6. Results of the Validity Test of the Aggressive Behavior Variable (Y) Data

Instrument Item No.	Pearson Correlation (Calculated r)	r Table	Description
1	0.325	0.60	Valid
2	0.486	0.60	Valid
3	0.455	0.60	Valid
4	0.373	0.60	Valid
5	0.553	0.60	Valid
6	0.492	0.60	Valid
7	0.477	0.60	Valid
8	0.309	0.60	Valid
9	0.589	0.60	Valid
10	0.762	0.60	Valid
11	0.670	0.60	Valid
12	0.369	0.60	Valid
13	0.708	0.60	Valid
14	0.799	0.60	Valid
15	0.698	0.60	Valid
16	0.191	0.60	Valid
17	0.579	0.60	Valid
18	0.670	0.60	Valid
19	0.537	0.60	Valid
20	0.505	0.60	Valid
21	0.714	0.60	Valid
22	0.411	0.60	Valid
23	0.367	0.60	Valid
24	0.307	0.60	Valid
25	0.405	0.60	Valid
26	0.537	0.60	Valid
27	0.505	0.60	Valid
28	0.714	0.60	Valid
29	0.757	0.60	Valid

30	0.367	0.60	Valid
31	0.305	0.60	Valid
32	0.014	0.60	Valid
33	0.660	0.60	Valid
34	0.304	0.60	Valid
35	0.451	0.60	Valid
36	0.747	0.60	Valid
37	0.221	0.60	Valid
38	0.690	0.60	Valid

Based on Table 4.5 above, it can be concluded that 38 question items tested on 27 respondents for the Aggressive Behavior variable (Y) are valid.

Reliability Test

Reliability refers to a set of measurements or measuring instruments that show consistency when measurements are carried out repeatedly using the same instrument. A reliability test indicates the level of consistency of a test, meaning the extent to which a test can be trusted to produce stable scores that do not change significantly even when administered under different conditions. Reliability is expressed in numerical form, usually as a coefficient (Slamet Widodo et al., 2023).

An instrument is considered reliable if the Cronbach's alpha value is greater than 0.60.

Table 7. Online Game

Reliability Statistics	
Cronbach's Alpha	0.876
Number of Items	50

Table 8. Aggressive Behavior

Reliability Statistics	
Cronbach's Alpha	0.937
Number of Items	50

Based on the reliability test results table above, it can be seen that the valid items from the reliability testing show that variable X has a Cronbach's Alpha of 0.913 > 0.60. Therefore, it can be concluded that all measurement concepts of each variable and the questionnaire are reliable.

The hypothesis test used in this study is conducted by formulating an alternative hypothesis (Ha) and a null hypothesis (H0). The alternative hypothesis states that there is a relationship, while the null hypothesis states that there is no relationship.

From the table above, it shows that the relationship between the Online Game variable and Aggressive Behavior is -0.30. This indicates a negative relationship between the Online Game variable (X) and Aggressive Behavior (Y), because the significance value is less than 0.05. Based on the decision rule for normality and correlation testing, if the significance value is < 0.05, there is a correlation, and if the significance value is > 0.05, there is no correlation.

Discussion

Based on the results of the analysis in this study, it is known that there is a significant relationship between Online Games and the aggressive behavior of Grade XI students at SMA Negeri 4 Padangsidimpuan. The results show a significance value of 0.876, indicating that Ha is accepted (there is a relationship), and the relationship obtained is negative. Based on the analysis results, it is also stated that there is no significant relationship between Online Games and aggressive behavior among Grade XI students at SMA Negeri 4 Padangsidimpuan.

In this case, the accepted hypothesis (Ha: there is a relationship between Online Game usage and the aggressive behavior of Grade XI students at SMA Negeri 4 Padangsidimpuan) is accepted and shows a negative value. This result is proven by the significance value of the relationship between Online Games and aggressive behavior, which is 0.881, a value greater than 0.05. To determine the strength or weakness of the relationship, it can be seen from the Pearson correlation value of -0.030. This value indicates a negative relationship, meaning there is a relationship between the Online Game variable and aggressive behavior, and vice versa.

This study is supported by previous research conducted by Sri Ajizatul Ulah entitled "The Effect of Online Games and Parenting Styles on Students' Aggressive Behavior at SMP Negeri 1 Pungging." The results of her study showed that the intensity of online game usage among students at SMP Negeri 1 Pungging can be seen from a t-value of 8.021 > t-table 1.978. Thus, the researcher concluded that online games have a significant effect on students' aggressive behavior. This is consistent with the findings of the present study.

This research is also supported by a previous study conducted by Arjun (2024) entitled "The Influence of Online Games on Aggressive Behavior Among Students at Madrasah Tsanawiyah Muhammadiyah Balassuka, Tombolo Pao District, Gowa Regency." The results showed an F-value of 60.310 with a significance level of 0.000, which is smaller than 0.05 (0.000 < 0.05), meaning that H1 is accepted while H0 is rejected.

Furthermore, this study is reinforced by research conducted by Khairuna and Gunaidi (2023), which also found that online games influence students' aggressive behavior at Madrasah Tsanawiyah Hasanussholihat. The dominant form of aggression resulting from online game use is verbal aggression, where students express inappropriate and offensive words. This is also consistent with Buss-Perry's theory, which states that aggressive behavior is not only limited to physical actions such as hitting or kicking, but also includes other forms of aggression. He categorizes aggressive behavior into four types: physical aggression, verbal aggression, anger, and hostility, as previously explained in the theoretical framework chapter.

CONCLUSION

Based on the results of data analysis using the Pearson correlation test, an r value of -0.030 was obtained with a significance value of 0.881.

This indicates that there is no significant relationship between Online Game usage and the aggressive behavior of Grade XI students at SMA Negeri 4 Padangsidimpuan, because the significance value is greater than 0.05 (0.881 > 0.05). Therefore, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected.

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