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The Influence of Television Watching Intensity on the Student

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Abstract

This research is based on the low of students' interest in learning, they spend more time to watch television than to learn. This study aims to see the effect of TV watching intensity on the students' learning interest using quantitative methods with correlational design. Data are collected through questionnaire and observation. Meanwhile, the data analysis technique used is regression test analysis. The results of the study show that the percentage of TV watching is 78% with high criterion and student learning interest is 78% with high criterion. Based on the results of the regression test, it was found that the significant value is 0,000. Because the significant value is smaller than 0.05, t_{count} is bigger than t_{table} (2.052), H_0 is rejected, meaning that TV watching shows has a significant effect on the students' learning interest. Therefore, parents should be able to limit their time watching television to their children so that children's learning interest does not decrease.

Keywords: *students' learning interest, television, watching intensity*

Abstrak

Penelitian ini dilatar belakangi oleh rendahnya minat belajar siswa...

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1 siswa. Oleh karena itu, hendaknya orang tua dapat membatasi televisi kepada anak-anaknya agar minat belajar anak tidak menurun.

Kata kunci: *intensitas menonton, minat belajar siswa, televisi.*

INTRODUCTION

Nowadays, almost every family in Indonesia has television as a media that can provide entertainment for up to 24 hours. The survey states that the level of television viewing in Indonesia is high, of which population is 10-19 years old, 96% of the population is 20-34 years old, 35-49 years old, and 95% of baby boomers (ages 50-64 years) love television. Nielsen study also states that the average Indonesian population uses television. Obviously this indicates the high use of television at home.

Parents provide television at home even in rooms so that children are not uncommon for parents to add satellite television programs or DVD. Children are more comfortable at home. But parents don't realize that children become addicted to watching television. Children who are already addicted to watching television will be lazy to learn (Rohani, 2015), lack socialization and passivity (Artanto, 2016). Friends and family is replaced by watching treats on the glass screen. Learning interest in learning will be lost, because his interest is only directed to watching television. This is certainly not good for the development of a child's learning interest (Arif, 2016).

Zaini (2016) suggests that television is an electronic system that transmits images and sound to receivers. According to Irfan, Mesran, & Siregar (2016), television is a known telecommunications media that is used to transmit and receive information. It can be monochrome (black and white) or color, usually equipped with sound. Tondowidjojo in (Azmi, 2014) television is part of mass media which delivers news through technical means for the public interest and until the recipient can answer the news directly.

1. Watching television also shows a negative correlation with students. Television with various broadcasts and entertainment is indeed enjoyed, but if not used wisely by students, then what is watched will damage the students. Spending time in silence in front of a television screen means not learning and reduce students' interest in learning (Ma'arifah, Yusdin & Im

From the results of interviews conducted with Ms. Hj. Elis, S.Pd. IV B in Madrasah Ibtidaiyah (MI) Al-Washliyah, Regency of Cirebon, that most students were less interested in attending lessons from the beginning of the lesson. The results of observations made by researchers during the learning process also showed that students were less happy, less interested, less active, and less involved in the learning process. So when a teacher gives homework, many students who don't do it.

Research that is quite relevant has been carried out by Agustini research at MIN 2 Model Samarinda. The results show that students sleepy in the morning. This is because in the afternoon they mostly play television late at night. So that when students are in school to take lessons in learning and there is no interest in learning. To make students have attention and be directly involved in the learning process, students learning interest. Therefore, the role of a teacher is very important in learning. High interest in learning will have an impact on maximizing learning because interest is one of the biggest factors in learning (Lestari, 2013;

The interest in learning is feeling happy, motivated, and can knowledge (Astuti, 2015; Nurhasanah & Sobandi, 2016; Firmansy psychological aspect of a person to pay high attention to certain act person concerned to carry out these activities in an effort to obtain so interest that is owned will greatly influence the results to be obtained.

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1 watching television broadcasts can have a negative impact. One of the learning achievement. This study aims to examine the effect of television on student learning interests.

METHODS

The method used in this study is a quantitative method, namely research process, hypothesis, down to the field, data analysis and data using measurement, calculation, formula and numerical data certainty. This study uses a correlational research design. The population in this MI Al-Washliyah Perbutulan Cirebon Regency which amounted to 3 technique is saturated sampling, where all populations are sampled.

Data collection techniques used in this study were questionnaire. Questionnaire was used to find out how much the intensity of class students in watching television shows. The questionnaire consisted of positive questionnaire items and 8 negative questionnaire items (Strongly Agree), S (Agree), TS (Disagree), STS (Strongly Disagree). questionnaires, researchers provide direction on how to fill out the students. Meanwhile, observation is used to determine student interest in the classroom. This observation sheet uses the checklist list.

The data analysis technique used is the questionnaire data test which includes ANOVA test, regression coefficient test, and determination test used to see whether there is an influence between the intensity of watching television and student learning interest, regression coefficient test is used to see how the determination test are used to see how much influence the intensity of watching television on student learning interests.

RESULTS AND DISCUSSION

Students' Intensity in Watching Television

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¹Based on table 1, it can be seen that the number of positive and obtained from 30 students with 16 items is 368 scores for the strongly a for the agreed category, 476 scores for the disagree category, and 24 disagree category. Thus, the total positive and negative statement score ideal score for this questionnaire is 16 statement items x 30 students each item) = 1,920. So that the percentage of the achievement of intensity of students watching television shows is as big as:

$$\frac{1,494}{1,920} \times 100\% = 78\%$$

The 78% percentage belongs to the high category, because it is 75% - 85%. So, it can be concluded that the intensity of students watching television shows is high.

Students' Learning Interest

The observational data of students' interest in learning can be presented in table 2:

Table 2. Observation Results Data of Students' Learning Interest

| Students | Total score | Average score | Prosentase |
|----------|-------------|---------------|------------|
| 30 | 322 | 10,7 | 89 % |

Table 2 above shows that of the 30 students observed, a total score of 322 was obtained, with an average score of 10.7. The ideal score for this observation is 360. So that the percentage of achievement of the results of observations of students' learning interest is equal to:

$$\frac{322}{360} \times 100\% = 89\%$$

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² Table 3. ANOVA ^a Test

| Model | Sum of Squares | Df | Mean Square | F |
|------------|----------------|----|-------------|-------|
| Regression | 1677.155 | 1 | 1677.155 | 23.19 |
| Residual | 2024.211 | 28 | 72.293 | |
| Total | 3701.367 | 29 | | |

a. Dependent Variable: Learning Interest

b. Predictors: (Constant), TV Watching Intensity

The ANOVA test results in table 3 show that the calculated significance level of 0,000. This value is then compared with F table numerator free degree (numerator df) of 1 and the denominator's free d 28 at the level of 0.05 whose value is 4.20. It seems very clear th (23.841) is greater than F table (4.20). So it can be concluded that television shows a positive effect on students' learning interest. To fin equation, can be seen in table 4 below:

Tabel 4. Coefficients of Regression Test^a

| Model | Unstandardized Coefficients | | Standardized Coefficients |
|-----------------------|-----------------------------|------------|---------------------------|
| | B | Std. Error | Beta |
| (Constant) | -23.324 | 13.882 | |
| TV Watching Intensity | .865 | .180 | .673 |

a. Dependent Variable: Learning Interest

In table 4, the regression coefficient test above shows that the and the value of student intensity in watching television shows is 0.86 the regression equation can be obtained as follows:

$$Y = -23,324 + 0,865X$$

It is known that the constant value is -23,324. This states that if value or score of the intensity variable watching television shows learning is equal to -23 324. Meanwhile, the value of the intensity of te

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¹Table 5. Determinasi Test / R-Square Test

| Model | R | R Square | Adjusted R Square | Std. Esti |
|--|-------------------|----------|-------------------|-----------|
| 1 | .673 ^a | .453 | .434 | |
| a. Predictors: (Constant), TV Watching Intensity | | | | |

In table 5, the determination test above shows that R Square correlation coefficient 0.673). R Square is called the determinant coefficient 45.3%. From this value can be interpreted that 45.3% interest in learning Al-Washliyah Cirebon Regency is influenced by the intensity of watching television while 54.7% are influenced by other factors.

From the results of the above research, it is known that the intensity of watching television shows has a positive effect on students' interest in learning. This is in line with the research of Owens, Maxim, McGuinn, Nobile, Msall, & Alario (1999) in his research that the intensity of watching television shows causes sleep disturbances, sleep deprivation and things that make a child's sleep not sound, such as resistance when sleeping. With the presence of sleep disorders and reduced sleep, this can disrupt the learning activities the next day.

In addition to reduced sleep time and sleep disturbances, the intensity of watching television also affects the discipline of children in obeying study time. Research suggests that students who have high intensity in watching television have low discipline in obeying study time. This also certainly shows that the intensity of watching television affects the interest of students in learning.

In addition to the low level of discipline, the intensity of watching television also causes various problems, one of which is a decrease in school performance. Research suggested that various negative effects of television such as aggression, bad behavior, drug use, sexual activity, obesity, poor body image and decreased

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1 film that is very popular and able to attract the attention of children addicted.

This is similar to what was stated by Ridwan & Prasetya (2010) that mass media on children is getting bigger, technology is increasingly sophisticated and getting higher. Though parents do not have time to pay attention, a habit of watching television becomes a mandatory habit every day. Watching cartoon shows every day. However, children's habits in watching cartoons must be given a limit, so that parents can find out good cartoon shows for children. One thing that needs to be done by parents is to give children the limits of watching television, later a child will not be stunned to get used to watching cartoons.

In the learning process, a teacher must be able to know the interest of students to the extent of students' interest in learning from the beginning to the end. According to Dalyono (2009) interest is a feeling of preferring and feeling motivated to do an activity, without anyone telling. Meanwhile, learning is a series of changes in behavior as a result of individual experiences in interaction with the environment which involves cognitive, affective and psychomotor.

Thus, it can be concluded that interest in learning is the tender feeling of pleasure without any coercion so that it can cause changes in knowledge and behavior. There are three factors that can increase student learning interest, 1) cognitive motivation factors, 2) social motivation factors, and 3) emotional motivation factors. These three things will not be fulfilled if the process is disturbed by a habit of watching television.

In a habit carried out by someone, later it will surely have a positive or negative effect on what he has done. No exception to what has become the habit of watching television when they are at home. The habit of watching television shows has become a routine for students when after school or during school hours.

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1 an impact on the low interest in learning students. And low student have an impact on the low student learning outcomes.

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