THE INFLUENCE OF GAME ONLINE ADDICTION, FLOW, JOB DEMANDS E-SPORT PLAYERS ON THE E-SPORT CURRICULUM

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ABSTRACT

The development of the e-sports industry in Indonesia demands an e-sports curriculum that can improve the quality and competence of professional online game players. This research aims to examine the influence of online game addiction, flow, and job demands of e-sport players on the e-sports curriculum. The research method used is a quantitative method using a sample of 49 athletes who are professional online game players in the e-sports community in Jakarta. Data were analyzed using multiple linear regression analysis. The research results show that online game addiction has a negative and significant effect on the e-sports curriculum, flow has a positive and significant effect on the e-sports curriculum, and e-sport player job demands have a positive and significant effect on the e-sports curriculum. The implication of this research is that e-sports curricula need to pay attention to psychological and situational factors that influence the motivation and performance of professional online game players.

Keywords: Game Online Addiction, Flow, Job Demands, E-Sport Curriculum, Professional Game Online Players.

INTRODUCTION

In this era of very rapid development, humans have become familiar with the virtual world which is supported by technology known as the internet. The internet as an entertainment medium has mushroomed and spread among humans with online applications that allow users to meet at one time, one of which is online games (Blinka & Mikuška, 2014). Online games are online applications that allow users to meet at one time with the same hobbies. Online games or commonly known as MMO (Multi Player Massively Online) are applications that have succeeded in changing the way people spend their time (Blinka & Mikuška, 2014).

Online games can stimulate individual self-confidence by getting certain achievements in the game, feedback from the digital environment, continuous scoring and promotions (K. Young & Suler, 1997). Online games provide various meanings to express their personality, to explore the world further and search for self-meaning (Wan & Chiou, 2006). The most important thing when recruiting employees or workers, the most important thing to pay attention to is; 93% is skill or ability and 47% is experience (Mochocki, 2018). Therefore, (Schell, 2015) in his book The art of game design: The book of Lenses describes 20 abilities of a player that are useful for developing his career as an esports player.

James Portnow (2016) narrowed down the essential skills from 20 abilities proposed by Jesse Schell to 7, namely; Communication, Collaboration, love of learning, Scope (Realistic Design Plans), Logical Thinking, Lateral thinking, breadth of knowledge. This ability is the basic variable of the esports curriculum (Mochocki, 2018). Based on the explanation above, researchers are interested in examining whether there is a significant influence between online game addiction, Flow, job-demands of e-sport players on the e-sports curriculum. This model

will be useful for individual players, professional players and their teams and organizations. This research can also be a basis or reference for future research.

RESEARCH METHODS

The area that will be the focus of the research is the Jabodetabek area. Because the center of the country's leading E-Sport team is based in the Jabodetabek area. The research method used is associative quantitative. With this method, you will be able to build a theory that functions to explain, predict and control a phenomenon. A causal relationship is a relationship that is cause-and-effect in nature, one variable (independent) influences another variable. In this study, researchers will take a sample of 49 athletes because it is considered that the number 49 meets the sample test criteria, namely 10% of the total population. Apart from 10%, the number 49 is also the minimum requirement for carrying out a linear regression test and reducing the number of biases in research.

RESULTS AND DISCUSSION

Table 4.1 explains the results of descriptive analysis of variables consisting of minimum value, maximum value and standard deviation. The mean value for the variables E-Sport Curriculum, Online Game Addiction, Flow, E-Sport Player Job-Demands is 50.00.

Table 4.1: Descriptive Analysis Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CURRICULUM	49	28.08	67.67	50.0000	10.00000
ADDITION	49	23.54	70.23	50.0000	10.00000
FLOW	49	36.41	76.91	50.0000	10.00000
JOBDEMANDS	49	29.59	66.04	50.0000	10.00000
Valid N (listwise)	49				

From table 4.1 you can see the statistical description of each variable. In this table it is known that the online game curriculum variable has a minimum value = 28.08, a maximum value = 67.67 and an SD value = 10.00000. The online game addiction variable has a minimum value = 23.54, maximum value = 70.23 and SD value = 10.00000, flow has a minimum value = 36.41, maximum value = 76.91 and SD value = 10.00000. The Job-demands E-Sport player variable has a minimum value = 29.59, maximum value = 66.04 and SD value = 10.00000

At the research hypothesis testing stage, the author used regression analysis techniques with SPSS 26 software as explained in Chapter III. In regression there are three things to look at, namely first looking at the R Square to find out what percentage (%) of the DV variance is explained by the IV, secondly whether the overall IV has a significant effect on the DV, then finally looking at whether the regression coefficient for each is significant or not. IV. The first step is for researchers to look at the magnitude of R Square to find out what percentage (%) of the DV variance is explained by IV. Next, for the R Square table, it can be seen in table 4.2

Table 4.2: R-Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547[a]	.299	.250	8.48040

From table 4.2 it can be seen that the R-Square gain is 0.299 or 29.9%. This means that the proportion of the e-sports curriculum that is influenced by online game addiction, flow and job demands of e-sport players is 29.9% and the remaining 70.1% is influenced by other variables. outside this research. The second step, researchers analyzed the impact of independent variables on online game addiction. The F test results can be seen in table 4.3 below:

Table 4.3: ANOVA Table for the Overall Influence of the Independent Variable on the Dependent Variable

Model		Sum of Square	Df	Mean Square	F	Sig.
1	Regression	1405.814	3	468.605	6.118	.001[b]
	Residual	3293.723	43	76.598		
	Total	4699.537	46			

Based on table 4.3, it can be seen that the Sig. is 0.001. Thus, it is known that the Sig value is <0.05, so the null hypothesis which states that "There is no significant influence of online game addiction, flow, job demands of e-sport players on the e-sports curriculum" is rejected. This means that there is a significant influence of online game addiction, flow, job demands of e-sport players on the e-sports curriculum.

The next step, the researcher looked at the regression coefficient for each independent variable. If the Sig value <0.05 then the regression coefficient is significant, which means that the IV has a significant influence on the e-sports curriculum. The presentation is in the following table:

Table 4.4: Regression Coefficients

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	36.322	10.167		3.573	.001
	ADDITION	-.236	.129	-.233	-1.825	.002
	FLOW	.488	.141	.487	3.452	.001
	JOBDEMANDS	.020	.142	.020	.145	.021

Based on the regression equation in the regression coefficient table, the regression equation is as follows: (*significant)

$$Y = a + b1X1 + b2X2 + b3X3 + b4X4 + b5X5 + e$$

From the results above, the flow coefficient and job demands of e-sport players have a significant influence, while the online game addiction coefficient does not have a significant

influence on the e-sports curriculum. The explanation of the regression coefficient values obtained for each IV is as follows:

1. The regression coefficient value for the online game addiction variable is -0.236 with a sig value of 0.02 (sig < 0.05), which means that online game addiction has a significant influence on the e-sports curriculum. The coefficient has a negative sign, this means that the higher the value of online game addiction, the lower the athlete's tendency to take part in the e-sports curriculum program.
2. The regression coefficient value for the flow variable is 0.488 with a sig value of 0.001 (sig < 0.05), which means that flow has a significant influence on the e-sports curriculum.
3. The regression coefficient value for the e-sport player job demands variable is 0.020 with a sig value of 0.21 (sig > 0.05), which means that the e-sport player job demands do not have a significant influence on the e-sports curriculum.

Next, the researcher carried out multiple regression analysis by adding one independent variable for each regression. Researchers can see the addition of R2 (R Square Change) every time they carry out regression analysis and can see the significance of the addition of R2. This was done to determine the contribution of the proportion of variance from each independent variable to the e-sports curriculum. In table 4.5 the following information is obtained:

Tabel 4.5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.230[a]	.053	.032	9.94548	.053	2.512	1	45	.120
2	.547[b]	.299	.267	8.65412	.246	15.432	1	44	.221
3	.547[c]	.299	.250	8.75204	.000	.021	1	43	.886

a. Predictors: (Constant), ADDITION

b. Predictors: (Constant), ADDITION, FLOW

c. Predictors: (Constant), ADDITION, FLOW, JOBDEMANDS

Proportion of Variance

Based on table 4.5, the following information can be conveyed:

1. The flow variable contributes 0.246 or 24.6% in the proportion of online game addiction variance. This contribution is statistically significant with Sig. F Change = 0.221 (p > 0.05).
2. The online game addiction variable contributes 0.053 or 5.3% in the proportion of variance in the e-sports curriculum. The contribution is statistically significant with Sig. F Change = 0.120 (p > 0.05).
3. The e-sport player job demands variable contributes 0,000 or 0% in the proportion of e-sport curriculum variance. The contribution is not statistically significant with Sig. F Change = 0.886 (p > 0.05).

Thus, it can be concluded that there are 2 independent variables, namely flow and online game addiction, which influence the e-sports curriculum, if seen from the large increase in R2 produced every time an independent variable is added (the contribution of the proportion of variance provided).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the data analysis that has been carried out, the conclusion obtained is that the variables of online game addiction, flow and job demands of e-sport players have an influence on the e-sport curriculum for e-sport athletes. The influence given was 29.9%, while the remaining 70.1% was influenced by other variables outside of the variables used in this research. Based on the Sig coefficient value, it can be seen that the Sig value. is 0.001. Thus, it is known that the Sig value is <0.05, so the null hypothesis which states that "There is no significant influence of online game addiction, flow, job demands of e-sport players on the e-sports curriculum" is rejected. This means that there is a significant influence of online game addiction, flow, job demands of e-sport players on the e-sports curriculum. If we look at the significance of each independent variable, in this study there are two variables that have a significant influence on the e-sports curriculum, namely flow and online game addiction. Apart from that, the variables in this study were not significant, job demands of e-sport players. The variable that makes the largest contribution to the proportion of variance can be seen from the R2 change. Based on the results of descriptive analysis, the variable with the lowest value is online game addiction, while the variable with the highest value is flow.

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