The Impact of Free Fire Game Addiction on the Learning Aggressiveness of Middle School Students from Albert Bandura's Perspective

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ABSTRACT

Purpose: The aim of this research is to determine the impact felt by students because they are addicted to playing the online game Free Fire. The research is expected to be able to determine the influence of the habit of playing online games on students' learning aggressiveness at junior high school (SMP) level with the perspective of Albert Bandura's social emotional psychology

Design/methodology/approach: The research was conducted involving 20 junior high school students who had been determined by the researcher using the qualitative descriptive case study method.

Findings: The results of the research show that students felt different impacts, students felt aggressive and enthusiastic about learning after completing the online game Free Fire which had been determined by the time by the students, but there were also those who were not enthusiastic about learning.

Research limitations/implications: Students' aggressiveness is one of the important points for achieving fast and enjoyable learning goals.

Practical implications: The research will have an impact on the condition of students while in class and will be able to reveal the impact caused by the habit of playing free fire online agility games which can be good for students' enthusiasm for learning

Originality/value: This research has never been carried out by anyone else, the data used was taken directly in the field and directly observed students' learning activities.

Paper type: Case study

Keywords: Online Games, Aggressiveness, Learning, Free Fire, Bandura

A. INTRODUCTION

Information technology knowledge is a part of technology that is developing very rapidly all the time, and will even continue to develop as time goes by (Fajri and Mira 2019). Currently, people can hardly escape the use of smartphones, which are widely used in everyday life in various fields. Smartphones are electronic devices that have many feature services using the latest technology that can make human work easier in a more practical way and have certain functions. (Annisa 2022).The use of smartphones is no longer just to help with work, but rather as entertainment for children and teenagers, for example online games. Games that are played online or commonly known as online games are applications that allow users to play without having to meet in person. (Stepanuston 2021).

This research was conducted based on the researcher's experience and curiosity found during Field Experience Practice (PPL 1) at one of the junior high schools in Surabaya. Researchers found that students played the online game Free Fire together in class. The activity of playing this game makes students feel happy and enthusiastic about playing the game. Researchers plan to conduct research or trials on students' aggressiveness and enthusiasm in the field of learning.

Increasing smartphone use is not followed by an increase in human quality and self-control will have negative effects. Based on the results of the Super Awesome survey, it is stated that as many as 20% of

children and teenagers in Southeast Asia, including Indonesia, prefer playing online games on smartphones rather than interacting socially with their friends. (Fernita 2022)Learning has undeniable significance in human development. The learning process is not only an effort to improve knowledge and skills, but is also an important step in forming a person's identity and character. Through learning, a person strives to develop into a better individual, by acquiring new knowledge, improved skills, and positive values that lead to personal growth (Djamaluddin and Wardana 2019). Learning is also an active process where each individual tries to improve themselves and develop themselves from various sources of knowledge and experience that have been investigated and studied (Sani 2022). In the ever-growing digital era, children are increasingly exposed to various types of online games. One game that is very popular among children, including those of elementary school age, is online games.

Online games are games played over a network, such as a LAN or the Internet, which offer entertainment and interaction to the players (Adiningtiyas 2017). One type of online game that is very popular, especially among elementary school children, is "Free Fire". Even though there are various other online game options, young children tend to prefer to play "Free Fire" over other games. The popularity of this game is reflected in the application download statistics, which are from 2018 by 2022, more than 550 million users have downloaded the Garena Free Fire application (Harahap and Ramadan 2021). The number of game players is dominated by students It is an important note that technological developments must be placed in accordance with the rules and needs.(Arifin et al., 2018).

Adolescence is a transition period from childhood to adulthood that is often full of challenges. Individuals at this stage are often faced with confusing situations, where they still have the characteristics of children but are also expected to behave like adults. The process of growth and development during this period does not always run smoothly or according to the expectations and values held, because it is influenced by various factors, both internal and external (Jannah, 2016). Adolescence, which covers ages 12-18 years (Hurlock, 1999), is a period where teenagers interact with various technological advances, including playing online games. Previous research shows that teenagers often face problems related to technology use, with online game addiction being one of the main issues (Prayuda et al., 2020). Teenagers tend to be more susceptible to game addiction than adults and are more easily influenced to try new things (Novrialdy, 2019).

Angela (2013) states that games are entertainment activities that are governed by certain rules and involve competition between players, with one player winning and the other losing. Internet-based games offer flexibility for players to play anytime and anywhere, using devices such as computers, laptops, smartphones or tablets connected to the internet (Suplig, 2015). Apart from being a form of entertainment, online games also have various significant benefits in various aspects of skills and abilities. The following are the benefits that can be obtained from playing online games according to several studies:

1. Improves Concentration:
   Kurniawati & Utomo (2021) and Pangestika (2017) show that playing online games can help increase player concentration. Games often require a lot of attention and focus, thus training players to remain concentrated for long periods of time.
2. Hand and Eye Coordination:
   Research by Claudia et al. (2018) and Nasem et al. (2022) shows that online games can improve hand-eye coordination. In-game activities often require fast and accurate reactions between hand and visual actions, which can improve fine motor skills and sensorimotor coordination.
3. Reading Ability:
   Apriyanti & Santosa (2018) found that games can help improve reading skills. Some games, especially those involving narrative and text, encourage players to read and understand information better.
4. Language Skills:

According to Na'ran & Ahmad (2019) and Prastius (2020), playing online games can improve language skills. Games that require communication between players or that contain a lot of text can enrich the player's vocabulary and language skills.

Cooperation Between Players:

Wicaksana & Nasvian (2022) show that online games can strengthen cooperative abilities between players. Many online games, especially those focused on teams, require effective collaboration and shared strategy to achieve a common goal. A person should be able to determine the positive and negative impacts of addiction to playing online games. If this problem occurs in the classroom environment, educators need to know how to manage students' time so that the positive impact can dominate over the negative impact. Teachers must provide the actions needed by students so that their enthusiasm for learning can increase and they can easily achieve the specified learning goals. If educators cannot take a role, then the habits and aggressiveness felt by students will actually hinder the learning process and their knowledge.

Research on the impact of online games has also been carried out by Kurnia and Ula (2024); Sri Aulia (2022) ; Arif and Purnomo (2022); Khairuna and Gunaldi (2023); Lidya et al (2024); Didik and Agustiani (2024); Yuliani (2023); Yessi et al (2023); Liza et al (2023); Nur Sukma et al (2023). The research was conducted at various levels from kindergarten, elementary school (SD), junior high school (SMP), early secondary school (SMA) or vocational high school (SMK), while in this study, researchers conducted research at the junior high school level. .

Research on learning behavior and learning aggressiveness of students has also been conducted by Al Habsy et al (2023); Handayaningsih (2024); Krismapera (2024). This research is relevant because they both use an emotional development perspective according to Albert Bandura, the difference is, in this research, researchers focus on examining students' aggressiveness due to addiction to playing free fire online games.

B. LITERATURE REVIEW

Albert Bandura is the main figure behind Social Learning Theory, which has made significant contributions to understanding how individuals learn and adopt behavior through social interactions. This theory is a development of the principles of behaviorism, but with more emphasis on social and cognitive aspects.
Social Learning Theory (Social Learning Theory):

1. Observation and Imitation:
   Social Learning Theory focuses on how individuals learn by observing the behavior of others in social groups, not just through responding to external stimuli. For example, a child may learn how to act or behave by imitating the actions of adults around him.
2. Social and Cognitive Integration:
   This theory is often referred to as a sociobehavioristic approach because it combines a social perspective with the principles of behaviorism. Apart from that, this theory is also known

as Social Cognitive Theory because it involves cognitive processes—such as attention, memory, and thinking—in a social context.

1. Role of Cognition:
   Bandura emphasized that human behavior is not only an automatic response to stimuli, as proposed in traditional behaviorism theory, but also as a result of the interaction between the environment and the individual's cognitive schemes. This means that mental processes such as comprehension, evaluation, and interpretation influence how a person learns and behaves.

2. Vicarious Reinforcement:
   Bandura adopted B.F. Skinner stated that behavior can change through reinforcement, but he added a new concept, namely vicarious reinforcement. This is reinforcement gained not through direct experience, but by observing other people and the consequences of their behavior. For example, if a child sees a friend getting a reward for a certain behavior, the child may be motivated to imitate that behavior.
   a. Education and Learning: This theory has wide application in education, because it teaches that positive behavioral models can be an effective tool in teaching. For example, teachers who show good behavior will be followed by students.
   b. Media and Social: In the context of media, such as television and games, this theory explains how the influence of characters or figures in media can influence viewer behavior, both positively and negatively.
   c. Personal Development: Bandura pointed out that individuals learn not only from direct experience but also from observation, emphasizing the importance of role models and the social environment in personal development.

Nurjan (2016, p. 69): States that this theory was developed by Albert Bandura and is a development of behaviorism theory. Saleh (2018, p. 106): Describes the additional concept of vicarious reinforcement in Bandura's theory, which expands understanding of how reinforcement can occur through observation, not just direct experience. Overall, Social Learning Theory provides deep insight into how behavior is learned and transmitted through social interactions and cognitive processes, integrating social and behaviorist views to explain the complexity of human learning.

This statement is also in accordance with Albert Bandura's theory of self-efficacy and social cognitive theory, which emphasizes the importance of dynamic interactions between individuals and the environment in influencing behavior and outcomes. Here is a deeper understanding of the main aspects of Bandura's hypothesis:

1. Interlocking Relationship between Behavior, Environment, and Internal Events: Bandura believes that behavior, the environment, and individual cognitive processes mutually influence each other. This means that not only does the environment influence a person's behavior and thoughts, but conversely, behavior and thoughts can also influence the environment.

2. Expectations and Values Influence Behavior: The expectations and values that a person has influence their decisions and actions. For example, if someone believes that they will succeed at a task (positive expectancy), they are more likely to take the necessary action.

3. Evaluation of Behavior and Environmental Feedback: Individual behavior is often evaluated based on feedback from their environment. This feedback can be the reactions of others, the results of those actions, or changes in the environment that influence the individual's perception and attitude toward their behavior.

4. Environmental Contingencies: Individual behavior can influence the environment and activate certain contingencies. For example, someone who is active in an activity may receive support or recognition from others, which then influences their further actions.

5. Physical and Social Characteristics: Factors such as body size, gender, and other social attributes can influence how individuals are treated and how they interact with their environment. Environmental reactions to these characteristics may vary, which in turn may influence an individual's experiences and self-conceptions.

6. Social Recognition and Self-Conception: Social recognition, or how a person is viewed by others, can influence their view of themselves. Positive or negative reactions from others can strengthen or change a person's view of their abilities and self-worth.

7. Active Contingency: Active contingency refers to how changes in behavior or environment can change the intensity or direction of a person's activities. For example, if someone gets positive results from an activity, they may be more motivated and active in that activity. (Bandura, 1977)

Overall, Bandura's theory shows that human behavior is not only influenced by external and internal factors separately, but through complex interactions between the three. This concept is critical in understanding how individuals develop, maintain, and change their behavior in social and environmental contexts. The researcher chose Albert Bandura's social learning theory perspective because it was considered appropriate to the conditions found in real problems. The influence of students' learning is also influenced by social environmental factors such as their friendship environment. This behavior will make students more comfortable learning and increase their self-confidence.

Albert Bandura also provides the view that the concept of human learning can come from various aspects. The social environment, desires from within, and the influence of other people are also the reasons why each person takes an action or learns something. This condition is the same as what researchers found, that interest in playing games and interest in learning are also influenced by the social environment.

Basic concepts in Albert Bandura's social learning theory, especially those related to how individuals learn and internalize behavior through observation and interaction with models. The following is a further explanation of the key elements mentioned:

1. Behavior Presented by the Model
   a. Definition: A model is an individual whose behavior is used as a reference or example for others. In the context of Bandura's theory, this model could be a teacher, parent, friend, or even a media figure.
   b. Role Model: The model represents the behavior that the learner wants to learn or imitate. This can include actions, attitudes, or ways of acting in certain situations.
2. The Model is Noticed by Students (There is Reinforcement by the Model)
   a. Observation: The learner observes the model's actions or behavior. This observation is the first step in the social learning process.
   b. Reinforcement by the Model: The model may provide feedback or reinforcement, either directly (e.g., praise) or indirectly (e.g., social recognition), that influences how the learner perceives and internalizes the behavior.
   c. Behavior is Coded and Stored by the Learner
   d. Coding: The learner observes and encodes the model's behavior in symbolic or mental form. This means they create a mental representation of the observed behavior.
   e. Storage: Once encoded, information about the model's behavior is stored in memory. This process allows the learner to remember and access the behavior when needed.
3. Processing Symbolic Codes
   a. Definition: Symbolic code processing refers to the way students interpret and understand information they have observed and retained. It involves the use of symbols, language, and mental representations to create meaning from behavior derived from the model.
   b. Application: This processing is important for the application of the learned behavior in a different context or in similar situations in the future.
4. Triangular Relationship Scheme between Environment, Personal Factors, and Behavior (Bandura, 1976)
   a. Triadic Reciprocal Determinism: Bandura describes the dynamic relationship and interplay between three main components:

b. Environment: External factors that influence an individual, such as social situations, culture, and physical conditions.
c. Personal Factors: Internal aspects of an individual such as beliefs, attitudes, and thoughts. This includes self-efficacy or a person's belief in their abilities.
d. Behavior: Behavior that individuals display as a result of interactions between environmental and personal factors.

In this triangle model, each element influences and is influenced by the other two elements. For example, a positive environment can reinforce good behavior, while high self-confidence can increase an individual's chances of behaving in a positive way, which in turn influences their social environment.Social Learning Theory is a development of traditional behavioral learning theory (behavioristic) which was developed by Albert Bandura in 1986. Although this theory accepts many principles from behavioral learning theory, Bandura emphasizes the importance of cue effects and internal mental processes in learning. Initially, this theory was known as observational learning or learning through observation, which focused on how individuals learn by observing the behavior of other people and imitating the behavior displayed by the model (Muhammad Fathurrohman & Sulistyorini, 2012, pp. 232–233).

According to social learning theory, a person's ability to abstract information from the behavior of others, make decisions about which behavior to imitate, and carry out those behaviors is key. Observational learning, or learning through observation, is an integral part of this theory. This theory explains that individuals learn social behavior by observing and imitating the behavior of other people in their social environment who have received rewards and punishments for this behavior (Mulyadi et al., 2016, p. 37). Social learning theory by Albert Bandura will guide students to learn in a variety of different environmental conditions. Students can learn to observe other people's behavior, and can also learn from their circle of friends or family. The decision to adopt and observe other people's behavior certainly requires further observation. So that students can choose and take good things to adopt.

According to Jamain and Putro (2022), a person's behavior is not only influenced by other people's tendencies, but is more motivated and regulated by internal standards and reactions to their own actions which are related to self-assessment. In the observational learning process, individuals learn by observing a model, where the model functions as an object of observation. The essence of observational learning is how the behavior of the observer or learner is influenced by the observed actions of the model.

Bandura (Desmita, 2016; Silahuddin, 2019; Gauthier & Latham, 2022) explains that there are four important components in observational learning theory:

1. Attention: Paying attention to the behavior or object being observed.
2. Storage (Retention): The process of storing information that has been observed so that it can be remembered.
3. Production of Motor Movements (Motor Reproduction): Translating the results of observations into behavior that is in accordance with the model that has been observed.
4. Reinforcement and Motivation: Motivational encouragement to repeat the action so that the behavior does not disappear.

C. RESEARCH METHODS

In this study, researchers analyzed the impact of online games on students' aggressiveness in learning. The research method used is qualitative case study research. The procedure in this research was carried out using a questionnaire given to the students, then conducting interviews with the class teacher, the researcher produced descriptive data in the form of written words from the results of the questionnaire answers and interviews, apart from that, the researcher also observed the behavior of the students. Qualitative case study research steps, (Nugrahani and Hum, 2014).In this research, the subjects used were 20 male students in class IX C at one of the State Middle Schools in Surabaya. Data is collected from two main sources:

1. Primary Data: This is the main data obtained directly from the field. In this research, primary data consists of questionnaire answers filled in by students.

2. Secondary Data: This is additional data obtained from pre-existing sources, such as documents, books, photos and statistics. Secondary data in this research was taken from interviews with the homeroom teachers of students in class IX C, who were the objects of the research.

Data collection techniques are an important strategic step in research, aimed at obtaining relevant and accurate information from the field. This data becomes the main ingredient in describing research results according to what the students answered and felt. Each student was asked questions regarding their habits of how long they play online free fire games in 1 x 24 hours. Students are also asked about their attitudes and feelings of aggressiveness after playing games and carrying out learning activities. Each participant was given the same time and given the opportunity to play the game, then an interview was conducted.

In this research, data collection techniques must be adjusted to ensure the information obtained is accurate, complete, detailed and in accordance with the facts. Based on research needs, the three data collection techniques used are observation, interviews and documentation (Sugiyono, 2016). Data analysis was carried out using a method that includes processes during and after data collection, with the following stages:

1. Data Reduction: Simplification of data to focus on relevant information.
2. Data Display: Presentation of data in a form that makes it easy to understand.
3. Data Conclusion: Drawing conclusions based on data that has been analyzed (Sugiyono, 2016).

This research is a qualitative descriptive case study research, the research aims to understand the events experienced by research subjects, such as behavior, perceptions, motivations and actions, holistically and descriptively in a natural context, using various natural methods (Verawati, 2020).To ensure the validity of the data, the author uses triangulation, namely a method of checking data by comparing information from various sources or methods. In this research, triangulation was carried out in two ways:

1. Source Triangulation: Ensuring the validity of data by comparing information from different sources.
2. Method Triangulation: Using various data collection methods for validation (Arikunto, 2019).

Researchers used source triangulation to validate data obtained from 20 sources, in this case 20 students in class IX C of State Middle Schools in Surabaya. The data was then validated using interview techniques and observing student behavior in class. The triangulation method used by researchers is the questionnaire method, interviews, direct case study observations carried out in the classroom. In order to obtain accurate data validation, this research also involved validation with the homeroom teacher who usually handles the class used as the object of the researcher.

D. DISCUSSION

The data taken by researchers is the result of a case study of students' learning aggressiveness after filling out questionnaires, conducting interviews and analyzing the behavior of objects, namely 20 students in one of the State Middle Schools in the city of Surabaya. The data taken by researchers was carried out during the process of implementing Field Learning Practices (PPL) II on Thursday 25 July 2024 at school home time in class IX C at 15.30.

The selection of student objects is reviewed from reports and school records in a number of classes that have students who frequently play free fire games, either during the learning process in class or while in the school environment. In the process of collecting and analyzing data, researchers found that there were differences in the impact felt by students on their interest in playing free fire games. These negative impacts and positive impacts are proof that the impact of playing the free fire game has a role in fostering students' aggressiveness in carrying out learning activities.

The results of students' questionnaire answers are described into several points that have uniform attitudes and impacts felt by students. Students then provide interview answers based on personal experiences when in the classroom learning environment.

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1. Addiction

Based on the answers given by students, playing free fire games can cause addiction, students who are used to playing free fire tend to spend more free time playing. In one 24 hour day, they claim to be able to play the Free Fire game for 8 to 12 hours. Addiction to playing online free fire games reduces learning opportunities, resulting in less than optimal enthusiasm and learning styles and achievements. In the cases found by researchers in the selected student objects, as many as 13 people experienced addiction because they were carried away by the conditions of their friendship environment. A total of 7 other students were known to be able to limit themselves and manage their time playing free fire games. Students who are able to manage their playing time are better able to achieve achievements and place the online free fire game as a positive additional activity.

2. Emotional

The students who were the objects of this research admitted that they felt more emotional when playing the online free fire game. Feelings that arise when you feel the game is too difficult, you feel annoyed when you lose, and you feel victorious and cheerful when you win. The ability to express emotions then becomes one of the basic habits of students being able to convey their emotions when receiving learning in class.The ability to control emotions or feelings is one of the important things that educators must pay attention to in students. When students are unable to hold back and control their feelings well, students tend to have difficulty accepting learning that is not in accordance with their wishes.

Based on the experiences felt by students, the need for guidance to control emotions and feelings is something important. If you don't get the right place and way to express emotions, then this will make students more closed and it will be difficult to find a comfortable point in expressing their own emotions.

3. Aggressive

Research on aggressive behavior in children related to playing online games shows complex and interesting results. Here are some key points from the research:

1. Aggressive Behavior.
   a. Four students showed aggressive behavior when they were restricted from using mobile phones or asked to stop playing games. This aggressive behavior includes getting angry and imitating aggressive actions such as hitting, kicking and shooting, which often appear in fighting, strategy, adventure, shooter and role-playing games.
   b. Games like Free Fire that contain elements of violence can reinforce aggressive responses in everyday life. Children who frequently play these types of games may be more likely to develop aggressive attitudes because the violent elements in these games affect the way they understand and respond to everyday situations.

2. Positive Response:
   a. Seven students showed different responses. Of this number, two students succeeded in turning their aggressiveness into enthusiasm for learning. They are able to harness their aggressive energy in a positive and productive context.
   b. The other five students use their aggressiveness for positive purposes, such as developing interests and talents or overcoming boredom. They are often inspired by professional gamers or e-sports players, who can provide positive examples of managing their emotions and directing their energy.

3. Analysis and Implications:
   a. This research shows that the impact of playing online games on children's aggressive behavior is uniform. Although there is a risk of increased aggressiveness due to violent games, there is also the possibility that aggressiveness can be directed in a positive way.
   b. It is important for parents and educators to supervise and manage children's gaming time and provide guidance on how to manage their emotions healthily.
   c. This research also highlights the need for a balanced approach in utilizing online games, both to identify potential negative impacts and to address the positive benefits that can be gained from them.

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In light of these results, intervention strategies involving approaches that combine close supervision with encouragement of self-development and positive interests may be more effective in managing aggressive behavior and utilizing aggressive energy constructively.

4. Cooperation

Online games like Free Fire offer interesting insights into how cooperation can develop in a gaming context, and how this can be applied in learning situations outside of gaming. The following is an analysis of how the dynamics of cooperation in Free Fire can be translated into an educational context:

Cooperation in Free Fire

1. Collaborative Environment:
    In Free Fire, players work together to achieve common goals, such as eliminating opponents and surviving in the game. When one team member loses, the other players actively help, either by increasing the score or by providing strategic support. This shows that even in a competitive context, cooperation remains critical to team success.

2. Game Process:
    Players start in an airplane, jump into a chosen arena, and compete to collect weapons and meds. After gathering equipment, they focused on their opponent's hunting strategy. If a player is eliminated, the team must work together to provide care and avoid further eliminations. This requires effective communication and coordination between players.

Adapting Cooperation from Games to Learning

3. Context Difference:
    While cooperation in games like Free Fire is obvious, transferring this cooperative attitude to a formal learning environment is often challenging. In learning, students may not feel the same urgency or motivation as in games, where fun and competition play a big role.

4. Importance of Educators:
    Educators have a crucial role in creating opportunities to develop cooperative skills outside the context of play. They can implement group activities in learning that are similar to the cooperative dynamics found in games. For example, group project assignments, group-based discussions, or simulations can encourage students to work together and support each other.

5. Implementation Strategy:
    Collaborative Activity Design: Designing tasks that require collaboration to complete. This can be a group project where each member has a specific role, or a task that requires gathering and integrating ideas from various team members.

    Positive Reinforcement: As in games, providing positive reinforcement for group cooperation and accomplishments can motivate students. Educators can use awards, recognition, or point systems to reward group efforts. Simulations and Educational Games: Integrate game elements in learning activities to make them more interesting. For example, using educational games or simulations that require cooperation to complete challenges.

5. Competition

The online free fire game is a game that is won by one group who succeeds in eliminating the other group using the weapons they have. The competition process is carried out in groups and requires good cooperation. The competition felt by all students who are the objects of research is relatively the same. The desire to win requires a good strategy to trick the enemy and achieve victory. In fact, the process of competition between groups can be turned into something positive to develop each individual's abilities in the game. Students should receive direction and guidance to be able to carry out similar collaboration in learning activities. Educators can see and train this sense of competition to become something productive in the practice of learning activities. The impact of playing online games presented by researchers is the result of data processing of answers to questionnaires answered by students. A total of 13 people experienced negative impacts from playing online free fire games, while 7 others experienced positive impacts from playing online free fire games. Researchers also validated research data using interviews with

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homeroom teachers. Based on the class teacher's answers, these 7 children indeed have better academic abilities, can be said to be active in class, enthusiastic and can easily focus on understanding the learning material. The other 13 students were classified as students who were less active and lacked motivation to learn.

E. CONCLUSION

In this study, researchers succeeded in finding various impacts of playing online free fire games felt by class IX students at one of the state junior high schools in Surabaya. The impact of playing online free fire games found by researchers is quite varied. In this study, researchers used Albert Bandura's perspective, which states that the form of social and emotional changes in students can be influenced by various aspects, including the environment, friendships, personal desires and habits.

The results of this research show that the negative and positive impacts experienced by students can be influenced by the presence of educational assistance. The aggressiveness felt by students is still dominated by inappropriate aggressiveness. Of the 20 students who were research objects, 13 people experienced addiction and experienced negative impacts such as difficulty focusing, impolite and brave attitudes. 7 other students also experienced addiction to the online free fire game, but the aggressiveness of playing could be used as aggressive learning and understanding of learning material.

Based on researchers' observations, playing online free fire games can have a negative impact if students are allowed to play games without restrictions. Students must be given a basic understanding that playing games is an effective way to fill activities when they are empty, or when they are bored doing other activities. Playing games can also be a means of training students' aggressiveness towards learning material, training interests and talents in terms of dexterity, speed, cooperation and sportsmanlike competition.

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