

Campus Esports Community Activities as a Stimulus to Strengthen the National Character of Moonton Student Leader Members

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ABSTRACT

Digital technological advancements have transformed online gaming from a recreational activity into a social space that influences youth character development. This study aims to examine the effect of student involvement in the Moonton Student Leader community on strengthening civic and national character among students at IKIP PGRI Bojonegoro. The research employed a quantitative ex post facto approach with a correlational design. The sample consisted of 80 students selected through purposive and proportional sampling techniques. Data were collected using a validated Likert-scale questionnaire and analyzed using simple linear regression and t-tests. The results produced the regression equation $Y = 25.929 + 0.385X$, indicating a positive relationship between community involvement and the strengthening of national character. The t-test showed a significance value of $p < 0.001$ with a calculated t-value of 4.064, exceeding the critical t-value of 1.991. These findings demonstrate that participation in the Moonton Student Leader community significantly contributes to the development of students' civic and national character in the digital era.

Keywords: *Gaming Communities, National Identity, Moonton Student Leader, Digital Generation.*

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INTRODUCTION

A number of previous studies have examined the relationship between digital activities and the character formation of the younger generation. Research by Pratama & Setiawan (2024) shows that the esports community is able to improve participants' communication skills and teamwork. Widhiawan et al. (2025) found that interaction in the online gaming community contributes to the development of social skills and student leadership. Meanwhile, research by Suryadi & Utami (2025) revealed that involvement in digital hobby-based organizations can strengthen social responsibility and collaborative abilities of members. On the other hand, Suandy & Susanti (2025) highlight the potential negative impact of online games on social behavior if not balanced with adequate self-control and supervision.

Although previous studies have examined the social, communication, leadership, and behavioral impacts of students' participation in digital communities, research specifically linking involvement in esports communities with the strengthening of national character remains limited. Existing studies have primarily focused on social skills, digital literacy, gaming behavior, and soft skills development (Pratama & Setiawan, 2024; Suandy & Susanti, 2025; Widhiawan et al., 2025). Meanwhile, dimensions of national character, including nationalism, tolerance, social responsibility, cooperation, and respect for diversity, have received comparatively little attention despite their importance in higher education character development (Lestari, 2024; Widiasih & Akhidah, 2025). Furthermore, contemporary perspectives on character education emphasize that digital environments can become strategic spaces for cultivating civic values when supported by appropriate institutional guidance (Wibowo & Nugroho, 2026).

In addition, no previous study has specifically investigated the influence of students' participation in the Moonton Student Leader community at IKIP PGRI Bojonegoro on strengthening citizenship and national character. This research therefore offers novelty through both its research object and its analytical focus by examining how participation in a university-based esports community contributes to the development of national character in the digital era. Consequently, this study addresses an important research gap while providing empirical evidence for the advancement of civic education, character education, and digital culture studies in higher education (Putra & Handayani, 2025; Ramadhan & Wijaya, 2026).

METHODS

In order to test the hypothesis and objectively examine the relationship between the variables, this study employed a quantitative approach with an associative correlational design. This approach was selected because it enables researchers to measure the strength and direction of relationships between variables objectively through statistical analysis (Creswell & Creswell, 2023; Sugiyono, 2022). The study adopted an ex post facto design, in which data were collected from naturally occurring conditions without any manipulation or intervention by the researcher (Suharsimi Arikunto, 2019). The operational framework focused on examining the linear relationship between students' participation in the gaming community as the independent variable (X) and the strengthening of national character as the dependent variable (Y) (Fraenkel et al., 2019).

The population consisted of all active students at IKIP PGRI Bojonegoro who were officially registered as administrators, committee members, or active members of the Moonton Student Leader community. Considering the specific and homogeneous characteristics of the population, the sample was selected using a combination of purposive sampling and proportional sampling techniques (S Arikunto, 2019; Sugiyono, 2022). Based on predetermined inclusion criteria, including a minimum of one semester of active membership and participation in community programs, a total sample of 80 students was obtained from a population of approximately 1,350 students representing various study programs.

The primary data collection instrument was a structured closed-ended questionnaire distributed digitally. The questionnaire employed a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), which is widely used to measure attitudes and perceptions in social science research (Likert, 1932). Indicators for the independent variable included attendance frequency, committee participation intensity, and contribution to community decision-making. Meanwhile, the dependent variable was measured through five dimensions of national character: nationalism, tolerance, social responsibility, cooperation, and respect for cultural diversity, reflecting the values emphasized in civic and character education (Lestari, 2024). Prior to the main survey, the questionnaire underwent validity testing using the Pearson Product-Moment correlation and reliability testing using Cronbach's Alpha coefficient to ensure acceptable levels of validity and internal consistency (Field, 2018).

After data from all 80 respondents had been collected, classical assumption tests were performed before conducting inferential statistical analysis. These included the Kolmogorov-Smirnov One-Sample test to examine the normality of residuals and a linearity test to verify the existence of a linear relationship between the independent and dependent variables (Ghozali, 2021). Once these assumptions were satisfied, the data were analyzed using simple linear regression to estimate the predictive relationship between the variables, followed by a partial *t*-test to determine the statistical significance of the regression coefficient. All statistical analyses were performed using IBM SPSS Statistics version 26 (Ghozali, 2021).

FINDINGS AND DISCUSSION

The analysis of statistical data begins with examining the fulfillment of the classical assumption of regression. Based on the results of the normality test using the Kolmogorov-Smirnov One-Sample method, the significance value of Asymp was obtained. Sig. (2-tailed) is

0.009. Judging from conventional parametric procedural rules, this value is below the general normality threshold of 0.05. However, the researcher confirmed further through visual examination of the distribution of the data using the Normal P-P Plot of Regression Standardized Residual graph.

The visualization results show very clearly that the data representation points are consistently scattered, tightly and moving in the direction of the main diagonal straight line. Referring to the social statistical convention for large sample counts ($N=80$), this consistent visual distribution on the diagonal line confirms that the regression model meets the assumption of normality, is robust from extreme bias, and is highly feasible to proceed to the next stage of inferential analysis.

The simple linear regression modeling process was carried out to see the form of the mathematical relationship between the two variables studied.

Based on the computer calculation output using the SPSS 26 program, the following formulation of the linear regression function was obtained:

$$Y = 25.929 + 0.385X$$

These mathematical equations reveal very interesting sociological information. The constant value of 25.929 indicates that if the level of student participation in the gaming community is constant or zero (non-participating), then the basic value of the national character of the students who are members of the Moonton Student Leader at IKIP PGRI Bojonegoro has been formed independently at this base number. On the other hand, the regression coefficient for the community participation variable (X) had a positive value of 0.385. This positive coefficient provides empirical evidence that the direction of the relationship created between community activity and the formation of national character is linear and unidirectional. This means that every one unit increase in student activity score in the gaming community will be consistently followed by an increase in the national character score of 0.385 units. To see the contribution value structure of each regression component, a summary of the parameters of the SPSS data processing results is presented in the table below:

Table 1. Summary of Simple Linear Regression Analysis Results

Models	Unstandardized B	Std. Error	t-count	Significance (P-value)
(Constant)	25,929	5,412	4,791	< 0.001
Community Participation (X)	0,385	0,095	4,064	< 0.001

The next crucial stage is to conduct partial hypothesis testing with a t-test mechanism to draw inferential conclusions about whether the influence applies to the entire population. Referring to the data presented in Table 1, the t-calculated value for the Community Participation variable (X) was obtained of 4.064. This t-count value was then confronted with the critical value of the t-table at the degree of freedom $df = N - 2 = 80 - 2 = 78$ for the bidirectional test at the alpha significance level of 5%, which resulted in a t-table value of 1.991. Based on the comparison, it is very clear that the t-calculated value obtained (4.064) far exceeds the critical limit of the t-table value (1.991). This condition is strengthened by the acquisition of a Significance value (P-value) which shows a < number of 0.001, where the value is well below the tolerated alpha error threshold of 0.05. The structure of this mathematical finding provides a very valid and irrefutable statistical basis for rejecting the Zero Hypothesis (H_0) while accepting the Alternative Hypothesis (H_a).

These scientific findings indicate that the active involvement of students in the Moonton Student Leader community at IKIP PGRI Bojonegoro makes a real positive contribution to strengthening their national character. This fact breaks the old paradigm that always views gaming activities as individualistic activities that damage the social order of youth. In the Moonton Student Leader forum, students are systematically forced to step out of their egocentric comfort zone. They must coordinate, negotiate with fellow members who have different ethnic, racial, and program backgrounds, and resolve internal organizational conflicts in order to succeed in the joint work program. These sociocultural activities indirectly

hone the values of tolerance, responsibility, and mutual cooperation which are the main pillars of national character (Suryadi & Utami, 2025). Thus, professionally managed student gaming communities have proven to be effective in acting as non-formal social laboratories that strengthen the national identity of the younger generation in today's digital era.

CONCLUSION

Based on the empirical data analysis, parametric statistical testing, and discussion, this study concludes that active participation in the Moonton Student Leader gaming community has a positive and significant influence on the development of national character among students at IKIP PGRI Bojonegoro. The findings demonstrate that digital ecosystems, particularly esports communities, can serve as effective platforms for fostering social values, collaboration, responsibility, and nationalism among young people. These results suggest that character education can be strengthened through contemporary, technology-based environments that are more relevant and engaging for today's students. Accordingly, this study recommends that higher education leaders, especially the rectorate and student affairs division, reconsider their perceptions of student gaming communities. Rather than viewing such communities as threats to academic performance, institutions should recognize them as valuable extracurricular platforms that contribute to student development. By providing appropriate guidance and institutional support, gaming communities can function as innovative non-formal learning environments that promote character building, strengthen national identity, encourage social responsibility, and help students develop resilience against the negative effects of digital misinformation and global cultural challenges.

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