

# The Length of Time Kids Aged 9 to 11 at SDIT Insan Qur'Ani Kediri Regency Played Emotional Reaction Games

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## ABSTRACT

A common issue affecting kids between the ages of 9 and 11 is gaming addiction, which can lead to emotional disorders and rude conduct like children using foul or harsh language when their parents forbid them from playing video games. This study aims to investigate the association between game time and emotions in kids at SDIT Insan Qur'Ani, Kediri Regency, ages 9 to 11. This study uses a cross-sectional methodology and a correlational design. A straightforward random sample procedure was used to select respondents. There were 50 individuals in total, 44 of whom made up the sample. The length of the game is the dependent variable, while the child's emotions are the independent variable. Chi square is used in statistical test outcomes.

**Keywords:** children, duration, emotional, games

## BACKGROUND

A common issue affecting kids between the ages of 8 and 11 is game addiction, which leads to emotional instability in young people. Children that play games will stay at home and play for hours on end. Actually, kids in elementary school should be enjoying themselves while playing and interacting with their friends (Setia, 2019). Parents should limit their children's disrespectful behavior, such as using harsh or foul language when playing games, because it causes problems. Children also cry when their parents take away their telephones, which causes them to become furious. Additional issues discovered include kids not showing up for school if they don't bring electronics, kids even pleading with parents for money to increase their internet credit so they may play games, and kids being.

The Entertainment Software Association (ESA) survey (2021), found that internet users in developed countries in 2021 were 81% and developing countries were 41.3%. So users worldwide are 48%. China has a total of 700.1 million internet users. India reached 283.3 million with a ratio of 22%. America is 265 million users. Brazil has 120 million users, Japan has 105 million. Indonesia amounted to 117 million with a ratio of 40%.

Russia is ranked 7th with 92 million internet users, Mexico with 71 million internet users. Nigeria reached 69 million with a ratio of 37%, Germany at 63 million users. The Entertainment Software Association (ESA) survey (2021), found that everyone has at least one smartphone that can be used to play games, while 32% of game players are children under 18 years old and around 10% of teenagers aged 10-18 years play. online games with a duration of 1 hour or more per day (ESA, 2021).

The development of online games in Indonesia began with the emergence of the online game Nexia in 2001. After Nexia, the development of online games in Indonesia continued to develop with the entry of several new games, such as Redmoon in 2002, Laghaim in early

2003, Ragnarok Online (RO) in mid 2003, and Gunbound in 2004. Until 2016, online games are still growing and the number of online game players continues to increase. 10 most popular and most played games such as League of Legends, World of War craft, DotA 2, Counter Strike, Grand Thift Auto V. Smartphone games also have many fans such as Clashof Clans, Line Let's Get Rich, Mobile Legends and others others (Devi, 2021).

Data from the Indonesian Internet Service Providers Association (APJII) in 2021, the number of internet users in Indonesia reached 132.7 million people. In 2020, internet users experienced an increase, reaching 143.26 million people or the equivalent of 54.7% of the human population in Indonesia as internet users. The number of internet users will continue to increase from year to year and internet connections will become easier in the future. Of the several types of internet, there is one internet development that has become very popular with all ages, namely online games (APJII, 2021).

Data on internet users in East Java Province is 26,350,802 people (APJII, 2020). The number of internet users in Kediri City is 5,789,654 people. The results of a preliminary data survey conducted by researchers at SDIT Insan Qur'Ani, Kediri City, revealed that as many as 50 children were active in playing online games both at school and at home. The results of a preliminary study conducted by researchers on January 20 2022 at SDIT Insan Qur'Ani, Kediri City with interviews with 10 children revealed that 5 (50%) children said they always brought gadgets to school and would play games while in the canteen. One of the children said that the gadget was given by their parents to be able to communicate with their parents when they came home from school so that this gave the child an opportunity to play games. One of the children also said he was lazy about studying and even skipped school to play games and the child felt lazy to communicate or play with his peers at school. 3 (30%) children said that parents gave their children pocket money, but the children used this money to top up internet credit. Children find it difficult to concentrate during class time because of their desire to play online games, which has an impact on children's low learning achievement. 2 (20%) children said that parents do not give gadgets to children and even parents always limit children's playing games (Results of Preliminary Study with Interviews with Respondents at SDIT Insan Qur'Ani, Kediri City, 2022).

One of the factors that influence children's emotions is the duration of playing games in children. Playing games with a long frequency and playing excessively can have a negative influence (Ragil, 2020). This will affect the child's emotional and social development which will later influence his behavior. Elementary school age children are an age that is still vulnerable to negative things, because elementary school age children are not yet able to differentiate and sort out what is good and what is bad for children their age. This is in line with the rise of online games which have influenced many elementary school age children who can now be categorized as being addicted to online games. Children who have entered the stage of online game addiction have a negative influence on children. Such as being lazy in studying, lazy to eat, having difficulty concentrating, having irregular sleeping hours, and they are only enthusiastic when playing online games (Masya, 2020).

Online games are solitary games that are played alone without other people, so they will reduce the quantity of children's social relationships with peers (Indahtiningrum, 2021). The emotional mental problems that arise from playing online games affect the emotional mental problems in real life. The lives of online game players have the impact of having a high emotional level, being lonely, or having difficulty interacting in real social life rather than interacting in cyberspace (Kusumadewi, 2018). These positive influences include children being literate in technology, children understanding various applications, one of which is online games, and children getting to know new vocabulary in foreign languages. The negative effects of online games on children's emotional and social development include children being irritable, more aggressive, and lacking interaction with the people around them (Deviandri,

2019).

The solution to overcome the problem above is that the role of parents is very important in limiting the duration of playing games for children. Because the duration of playing online games that is too long is one of the factors that can influence the lack of sleep needs in elementary school age children. The duration of time a person plays games is 2 hours per day. Limit the duration of playing games for children, for example a maximum of 1 hour a day. And always accompany your child when playing. Apart from that, children must take the time to play with their peers outside the home so that they can provide social experience in the environment around where they live.

Based on the background of the problem above, researchers are interested in conducting research with the title "Duration of Emotional Games for Children Aged 9-11 Years at SDIT Insan Qur'Ani, Kediri Regency".

## METHODS

Correlational research using a cross-sectional technique approach is the research design employed in this study. Simple Random Sampling is the method of sampling that is employed. There were 50 individuals in total, 44 of whom made up the sample. The length of the game is the independent variable in this study, and the children's emotions are the dependent variable. Data processing includes editing, coding, scoring, and tabulation steps. The Spearman Rank statistical test, with  $\alpha = 0.05$ , is employed.

## RESULTS

### General data

No	Age	Frequency	Percentage (%)
1	9 Years	3	7
2	10 Years	36	82
3	11 Years	5	11
<b>Amount</b>		<b>44</b>	<b>100</b>

  

No	Age	Frequency	Percentage (%)
1	Male	30	68
2	Female	14	32
<b>Amount</b>		<b>44</b>	<b>100</b>

  

No	Residence	Frequency	Percentage (%)
1	Parent	42	95
2	Brother/Grandfather/Grandmother/Uncle/Aunt	3	5
3	Distant relatives	0	0
<b>Amount</b>		<b>44</b>	<b>100</b>

Based on the table above, it shows that the age of children aged 9-11 years is known to almost all respondents aged 10 years, namely 36 (82%) respondents. It is known that the gender of the child is that the majority of respondents are male, namely 30 (68%) respondents. Where children live, it is known that almost all respondents live with their parents, namely 42 (95%) respondents.

### Custom Data

No	Game Duration	Frequency	Percentage (%)
1	Seldom	31	71
2	Often enough	5	11
3	Often	8	18
<b>Amount</b>		<b>44</b>	<b>100</b>

No	Emotional Children	Frequency	Percentage (%)
1	Never	31	70
2	Often	3	7
3	Always	10	23
<b>Amount</b>		<b>44</b>	<b>100</b>

Based on the table above, it shows that the duration of games for children aged 9-11 years is known to most respondents, with 31 (71%) respondents in the Rare category. The emotions of children aged 9-11 years were known to most respondents, with 31 (70%) respondents in the Never category.

#### **Cross Tabulation Results Between Independent and Dependent Variables**

		Emotional Children				
		Never	Often	Always	Total	
Duration Games	Seldom	Frequency	29	2	0	31
		%	94%	6%	.0%	100%
Often enough		Frequency	2	0	3	5
		%	40%	.0%	60%	100%
	Often	Frequency	0	1	7	8
		%	.0%	12%	88%	100%
Total		Frequency	31	3	10	44
		%	70%	7%	23%	100%

Based on the table above, it shows that the results of the cross tabulation between children's emotions and the duration of games in children aged 9-11 years at SDIT Insan Qur'Ani, Kediri Regency, it is known that almost all respondents, namely 29 (94%) respondents were in the Never category so that the duration of games in Rare category.

#### **Data analysis**

Statistical Test Results		Statistical Test Results
Variable	Significance Level	
Duration Games Emotional Children	0.000	

The results of data analysis show that the significance level is  $0.000 < \alpha = 0.05$  so that  $H_0$  is rejected and  $H_1$  is accepted, thus there is a relationship between game duration and emotions towards children aged 9-11 years at SDIT Insan Qur'Ani, Kediri Regency.

## **DISCUSSION**

### **The length of the games at SDIT Insan Qur'Ani, Kediri Regency, for kids aged 9 to 11**

Based on the research findings, it is known that the bulk of respondents, or 31 (71%) of the total, fall into the Rare group when it comes to the length of games played by kids at SDIT Insan Qur'Ani, Kediri Regency, ages 9 to 11. This demonstrates how parents constantly monitor their children's daily activities, particularly their behavior when playing games, which takes up to two hours each day. In addition, parents should constantly advise their kids to set reasonable gaming limits and practice time management to avoid interfering with schoolwork or tasks that need to be finished at home. According to Widiawati (2019), parents have a responsibility to use caution when supervising and accompanying their children when utilizing.

### **Emotions of Children Aged 9-11 Years at SDIT Insan Qur'Ani, Kediri Regency**

Based on the research results, it is known that the emotions of children aged 9-11 years at SDIT Insan Qur'Ani, Kediri Regency, it is known that the majority of respondents, 31 (70%) of respondents, were in the Never category. This is supported by the results of the questionnaire that children never feel emotional when their parents take their gadgets because they have limited playing time. This is characterized by the child not grumbling on his face, the pupils not dilating when angry, the child not showing emotions that are sometimes uncontrollable,

and even tantrums when parents take or forbid the child when he is busy using gadgets. In this way, children are able to overcome their emotions when parents limit their gaming behavior. Harahap (2020), explained that within one hour of children staring at a gadget screen to play games, children experience changes in behavior, tending to become more indifferent, self-control decreases, and emotional stability also decreases or even increases. In the researcher's opinion, by limiting the time for playing games, children already know the rules and will automatically stop continuing the game because of the rules that have been implemented by parents.

### **The Relationship between Game Duration and Emotionality in Children Aged 9-11 Years at SDIT Insan Qur'Ani, Kediri Regency**

The results of data analysis show that the significance level is  $0.000 < \alpha = 0.05$  so that  $H_0$  is rejected and  $H_1$  is accepted, thus there is a relationship between game duration and emotions towards children aged 9-11 years at SDIT Insan Qur'Ani, Kediri Regency. The results of the cross tabulation between children's emotions and game duration in children aged 9-11 years at SDIT Insan Qur'Ani, Kediri Regency, showed that almost all respondents, namely 29 (94%) respondents were in the Never category so that game duration was in the Rare category.

Factors that influence children's polite behavior and children's emotions include the duration of children's game play. Playing games with a long frequency and playing excessively can have a negative influence (Ragil, 2020). This will affect the child's emotional and social development which will later influence his behavior. Elementary school age children are an age that is still vulnerable to negative things, because elementary school age children are not yet able to differentiate and sort out what is good and what is bad for children their age. This is in line with the rise of online games which have influenced many elementary school age children who can now be categorized as being addicted to online games. Children who have entered the stage of online game addiction have a negative influence on children. Such as being lazy in studying, lazy to eat, having difficulty concentrating, having irregular sleeping hours, and they are only enthusiastic when playing online games (Masya, 2020).

Online games are solitary games that are played alone without other people, so they will reduce the quantity of children's social relationships with peers (Indahtiningrum, 2021). The emotional mental problems that arise from playing online games affect the emotional mental problems in real life. The lives of online game players have the impact of having a high emotional level, being lonely, or having difficulty interacting in real social life rather than interacting in cyberspace (Kusumadewi, 2018). These positive influences include children being literate in technology, children understanding various applications, one of which is online games, and children getting to know new vocabulary in foreign languages. The negative effects of online games on children's emotional and social development include children being irritable, more aggressive, and lacking interaction with the people around them (Deviandri, 2019).

The solution to overcome the problem above is that the role of parents is very important in limiting the duration of playing games for children. Because the duration of playing online games that is too long is one of the factors that can influence the lack of sleep needs in elementary school age children. The duration of time a person plays games is 2 hours per day. Limit the duration of playing games for children, for example a maximum of 1 hour a day. And always accompany your child when playing. Apart from that, children must take the time to play with their peers outside the home so that they can provide social experience in the environment around where they live.

### **CONCLUSION**

Based on the research results, it can be concluded that the duration of games for children aged 9-11 years at SDIT Insan Qur'Ani Kediri Regency is known to be that the majority of

respondents, 31 (71%) of respondents, are in the Rare category. Emotions of Children Aged 9-11 Years at SDIT Insan Qur'Ani, Kediri Regency, it is known that the majority of respondents, 31 (70%) of respondents, were in the Never category. The results of data analysis show that the significance level is  $0.000 < \alpha = 0.05$  so that  $H_0$  is rejected and  $H_1$  is accepted, thus there is a relationship between game duration and emotions towards children aged 9-11 years at SDIT Insan Qur'Ani, Kediri Regency. It is recommended that children be able to limit internet use according to their needs to avoid negative things from the presence of the internet, such as addiction to playing online games. Apart from that, children must limit the duration of playing games, for example a maximum of 1 hour a day so that children can play or socialize with peers in their neighborhood or at school. Parents must also be able to limit the duration of their children's gaming. Because the duration of playing online games that is too long is one of the factors that can influence the lack of fulfillment of sleep needs in elementary school age children which will have an impact on children being lazy in studying, lazy to eat, having difficulty concentrating, having irregular sleeping hours which will affect child development. It is hoped that future researchers can serve as input and basic data for further research and can examine other factors related to game duration on the emotional and polite behavior of children aged 8-11 years.

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