



THE RELATIONSHIP BETWEEN ONLINE GAME ADDICTION AND EMOTIONAL CHANGES AMONG SCHOOLAGE AT UPT SDN GARUDA MAKASSAR

THE RELATIONSHIP BETWEEN ONLINE GAME ADDICTION AND EMOTIONAL CHANGES IN SCHOOL-AGE CHILDREN AT SDN UPT GARUDA KOTA MAKASSAR

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DOI: <https://doi.org/10.62567/micjo.v3i1.1503>

Abstract

The purpose of this study was to determine the relationship between online game addiction and emotional changes among school-age children at UPT SDN Garuda Makassar. The phenomenon of increasing gadget and online game use among children has become a major concern because it can affect their emotional and social aspects. This research employed a quantitative method with a descriptive correlational design and a cross-sectional approach. The population consisted of all fifth- and sixth-grade students totaling 37 respondents, with 34 students meeting the inclusion criteria. Data were collected through questionnaires and analyzed statistically using a significance level of 0.05. The results showed that most respondents experienced online game addiction (18 students or 52.9%) and emotional changes (18 students or 52.9%). Based on the bivariate test results, a p-value of 0.007 ($p < 0.05$) was obtained, indicating a significant relationship between online game addiction and emotional changes among school-age children.

Keywords : Online game addiction, emotional changes, school-age children.

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kecanduan game online dengan perubahan emosional pada anak usia sekolah di UPT SDN Garuda Makassar. Fenomena meningkatnya penggunaan gadget dan game online di kalangan anak-anak menjadi perhatian utama, karena dapat memengaruhi aspek emosional dan sosial mereka. Penelitian ini menggunakan metode kuantitatif dengan desain deskriptif korelatif dan pendekatan cross sectional. Populasi dalam penelitian ini adalah seluruh siswa kelas V dan VI yang berjumlah 37 responden, dengan 34 siswa memenuhi kriteria inklusi. Pengumpulan data dilakukan melalui penyebaran kuesioner dan analisis menggunakan uji statistik dengan tingkat signifikansi 0,05. Hasil penelitian menunjukkan bahwa sebagian besar responden mengalami kecanduan game online sebanyak 18 siswa (52,9%) dan mengalami perubahan emosional sebanyak 18 siswa (52,9%). Berdasarkan hasil uji bivariat, diperoleh nilai p-value sebesar 0,007 ($p <$



0,05), yang menunjukkan adanya hubungan yang signifikan antara kecanduan game online dengan perubahan emosional pada anak usia sekolah.

Kata Kunci : Kecanduan game online, perubahan emosional, anak usia sekolah.

1. INTRODUCTION

Online games are visual-based games that are played through a computer or device connected to a network, such as a LAN or the Internet (Paremeswara & Lestari, 2021). The presence of *online games* that are popular with all people, including children. (Nadiasih, 2021). The types of *online games* that are popular at this time are *Free Fire online games*, *PUBG games*, *Call of Duty Mobile Online games*, *Mobile Legends Online games* (Halijah et al., 2003).

Worldwide, the number of *online game players* is predicted to increase from 23.7 million people in 2019 to 28.1 million people in 2020 (Alinea, 2020). The number of *online game* downloads in Indonesia, recorded at 3.45 billion, from this figure also illustrates that one child has more than one *online game*, this proves that many children in Indonesia are already included in the category of *online game* addiction (sindonews.com, 2024).

Technology is increasingly developing, it is undeniable, especially in children who are addicted to *online games* and the use of gadgets in children is increasingly becoming the main concern in the modern parenting world. Too much time spent in front of a screen can interfere with the emotional changes of the child. Children who are addicted to *online games* tend to be less physically active and have difficulty managing time, thus sacrificing other important activities such as studying, socializing, and resting. Parents need to recognize the important role in supervising their children's use of gadgets, providing clear boundaries, and encouraging alternative activities that are more beneficial for their developmental balance.

This research was conducted at UPT SDN Garuda Makassar with a population of 37 respondents. Regarding elementary school children, it is important because at this age they are very easily affected by the surrounding environment so they need strict supervision by parents and teachers. Therefore, it is expected to provide recommendations for parents, educators, and policymakers regarding the right strategy in managing the use of gadgets and *online games* in elementary school children, so that children can develop themselves in a balanced and optimal manner.

Based on the phenomena and problems that have occurred, the researcher prepared a final project on the relationship between online game addiction and emotional changes in school-age children.

According to (Gunawan, 2018) *Online game* addiction at the age of 10 years or above can lead to bad behavior. Children may be lazy, lie to parents, or fight with family members over play. In addition, this addiction can also affect children's emotions, making them more easily angry or mood swings. In addition, according to (Wiguna et al., 2020) online game



addiction has an effect on the learning motivation of children aged 10-12 years. The more often a child is addicted to playing *games*, the lower their enthusiasm for learning.

The results of the study showed that from 34 respondents, there were more female genders, namely 19 respondents (55.9%) and not much different from the female gender, the male gender was 15 respondents (44.1%).

According to (Yuliawati, F., Rizky, F. A., & Nuraeni, 12 C.E) Research shows that girls more often use *online games* to meet emotional needs, such as seeking social support or overcoming loneliness. This can cause them to play longer and increase the risk of addiction.

And another study according to (Arianto et al., 2022) This study emphasizes that *online gaming* addiction can negatively impact all children, including girls, although it does not specifically address girls.

The results of the study showed that out of 34 respondents, many students played *the online game Free Fire*, namely 16 respondents and played *the online game PUBG*, which was 11 respondents, while the fewest players played *the online game Mobile Legend*, namely 7 respondents.

Research according to (Aqilah Salsabila, 2022) shows that games like *Free Fire* It is often played by elementary school-age children. Although many *game online* On the other hand, children at this age prefer to play *Free Fire* Than *Game* other. According to (Marlita et al., 2021) that play *Free Fire* can affect a child's behavior, including increased aggressive behavior and decreased empathy. Exposure to violent content in games can affect children's attitudes and behaviors.

2. RESEARCH METHOD

The research method used is a quantitative approach where quantitative research is a process of finding knowledge that uses numerical data as a tool to analyze data by using measurements, calculations, formulas and certainty of numerical data in planning, processes, building hypotheses, data analysis techniques and drawing conclusions (D. Amelia et al., 2023).

This type of research is quantitative with a correlative descriptive design and a cross sectional approach (Nugraha, 2025). The population in this study is all 5th and 6th grade students at UPT SDN Garuda Makassar who play games.

With a population of 37 respondents. Regarding elementary school children, it is important because at this age they are very easily affected by the surrounding environment so they need strict supervision by parents and teachers. Therefore, it is expected to provide recommendations for parents, educators, and policymakers regarding the right strategy in managing the use of gadgets and online games in elementary school children, so that children can develop themselves in a balanced and optimal manner.

The division of tasks in this study is carried out with a clear division to ensure that every aspect of the research runs well. The Principal Investigator is responsible for research design, supervision of therapy implementation, data analysis, and writing research reports. Researcher



1 has the task of selecting respondents who meet the inclusion criteria, collecting initial and final data through filling out questionnaires, and supervising the implementation of therapy. Meanwhile, Researcher Member 2 is responsible for recording observation sheets, supervision during therapy, and providing assistance in data analysis to ensure the accuracy of research results.

The expected achievement indicator of this study is that children who are addicted to online games are very easy to experience emotional changes, especially when playing games and then there is a defeat or walking not according to the child's wishes, immediately slamming his cellphone or hitting the player next to him.

3. RESULT AND DISCUSSION

Based on the results of the research that has been carried out, the following results were obtained:

Table 1 Frequency Distribution of Respondent Characteristics at UPT SDN Garuda Makassar

Characteristics	<i>f</i>	%
Age (years)		
10	20	58,8
11	6	17,6
12	5	14,7
13	3	8,8
Gender	19	55,9
Female Male	15	44,1
Class	29	85,3
V	5	14,7
YOU		
Total	34	100,0

Based on table 5. 1 showed that out of 34 respondents, more respondents were in the age range of 10 years, namely 20 respondents (58.8%), and at least 13 years old, namely 3 respondents (8.8%). There were also more female genders, namely 19 respondents (55.9%) and not much different from the female gender, male gender, which was 15 respondents (44.1%). There are more students in class V, namely

29 respondents (85.3%) and the least were obtained by grade VI students, namely 4 respondents (14.7%).

a. Types of Online Games

Table 2 Frequency Distribution of *Online Game Types* for UPT SDN Students Garuda Makassar

Types of Online Games	<i>f</i>	%
<i>Free Fire</i>	16	41,7
<i>Mobile Legend</i>	7	20,6
PUBG	11	32,4
Total	34	100,0



Based on table 5.2, it shows that out of 34 respondents, there are many students who play *Free Fire online games*, namely 16 respondents (47.1%) and *PUBG online games*, which are 11 respondents (32.4%), while the fewest players play *Mobile Legend online games*, namely 7 respondents (20.6%).

b. Online Game Addiction

Table 3 Distribution of the frequency of online game addiction of UPT SDN Garuda Makassar students

Game Addiction	<i>f</i>	%
Candu	18	52,9
No Opium	16	47,1
Total	34	100,0

Based on table 5.2, it shows that out of 34 respondents, the most students are addicted to *online games*, namely 18 respondents (52.9%) and fewer students who are not addicted to online games, namely 16 respondents (47.1). Emotional Changes

Table 4 Distribution of the frequency of emotional changes in students of UPT SDN Garuda Makassar

Emotional changes	<i>f</i>	%
Changing	18	52,9
Unchanged	16	47,1
Total	34	100,0

Based on table 5.3, it shows that out of 34 respondents, the most students experienced emotional changes, namely 18 respondents (52.9%) and the fewest students who did not experience emotional changes, namely 16 respondents (47.1%).

c. Bivariate Analysis

Table 5 Relationship of Online Game Addiction to Emotional Changes in School-Age Children

Online gaming addiction	Emotional changes		Sum	<i>p</i> -Value	
	Unchanged	Changed			
	%	%	<i>f</i>		
No Opium	81,3	18,8	16	100	,007
Candu	33,3	66,7	18	100	
Sum	55,9	44,1	34	100	

Based on table 5.4 above, it shows that of the 34 respondents obtained, more were not addicted to *online games* did not experience emotional changes, namely 13 respondents (81.3%) and those who were addicted to *online games* but experienced emotional changes, namely 12 respondents (66.7%). Meanwhile, those who are addicted to *online games* but do not experience emotional changes, namely 6 respondents (33.3%) and the least are not



addicted to *online games* do not experience emotional changes, namely 3 respondents (18.8%). From the results of the statistical test, *a p-value of 0.007* ($p < 0.05$) was obtained, indicating a significant relationship between online game addiction and emotional changes in school-age children.

d. Discussion

A family is a collection of two or more people who live together with legal and emotional ties, and each person has their own role that is part of the Friedman family (R. Amelia & Kurniawati, 2020) A family is a group of individuals who are united through marriage, adoption, or blood ties where in their respective social roles as husband and wife, mother and, father, son (Arifiani & Dwi, 2021)

The development of technology has led to several different types of addiction, one of which is online gaming addiction, better known as internet addiction (Fitri et al., 2018). Overplaying games is one example of online gaming addiction. One type of internet addiction is online game addiction, which is a type of addiction caused by internet technology or better known as internet disorder addiction (Ulfa, 2021). There are mild, moderate, and severe levels of addiction (Bahtiar, 2022).

Worldwide, the number of online game players is predicted to increase from 23.7 million people in 2019 to 28.1 million people in 2020 (Alinea, 2020). The number of online game downloads in Indonesia, recorded at 3.45 billion, from this figure also illustrates that one child has more than one online game, this proves that many children in Indonesia are already included in the category of online game addiction (sindonews.com, 2024). Meanwhile, the data obtained from the UPT SDN Garuda Makassar is specifically in grades 5 &6, namely 37 students who play online games.

The results of traditional research have a positive impact and provide many benefits and benefits for students compared to playing online games (Elly et al., 2023). Addiction to online play causes many things to the perpetrator, one of which is the delay of other activities. Delays in other activities, such as worship or religious activities, student responsibilities, such as studying and completing other school assignments and children's personal activities, such as homework that has been set by parents. In addition, the activities of playing games that children do cause them to lose the opportunity to socialize with others. Children prefer to play alone, so there is no physical association between them when playing games (Bafadal, 2021).

Research shows that online games have a significant influence on a child's social and emotional development. This happens because children are too focused on their games and ignore their surroundings (Pratiwi & Yusnaldi, 2022).

According to (Junida, 2019) If children are addicted to online games but do not experience emotional changes, their parents may be watching them well. Parents can accompany their child to talk about what they see on the device and manage what they access. Parents can also teach children good and bad things, such as distinguishing between games that contain violence and those that help brain growth According to (Intishar, 2023) Children who are not addicted to online games experience emotional changes; It is linked to brain



development at school age, when the prefrontal area of the brain, which regulates executive functions such as decision-making and self-control, develops rapidly. Although children do not play excessively, this developmental process makes them more emotional and susceptible to stress.

4. CONCLUSION

Based on the results of a study that has been conducted on 34 respondents at UPT SDN Garuda Makassar, it can be concluded that there is a significant relationship between online game addiction and emotional changes in school-age children. The results of the analysis showed a p-value of 0.007 ($p < 0.05$), which means that the higher the level of children's addiction to online games, the more likely the child is to experience emotional changes.

Most respondents who are addicted to online games show emotional symptoms such as irritability, frustration, and difficulty controlling themselves, especially when experiencing defeat in the game. This shows that online games not only impact children's social behavior, but also affect their emotional stability.

Thus, it is necessary for parents and teachers to play an active role in supervising and regulating children's playtime, providing education about the negative impact of online game addiction, and directing children to positive activities that can support healthy emotional and social development.

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