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ANALYSIS OF THE IMPACT OF ONLINE GAME USAGE ON THE BEHAVIOR OF EARLY CHILDHOOD CHILDREN AT HALELUYAH KINDERGARTEN

ANALISIS DAMPAK PENGGUNAAN GAME ONLINE TERHADAP PERILAKU ANAK USIA DINI DI TAMAN KANAK-KANAK HALELUYAH

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Abstract

This study aims to describe the experience of online game usage and its behavioral impacts on early childhood at TK Haleluyah Cengkareng. Utilizing a qualitative case study approach within an interpretive paradigm, this research involved 13 informants selected through purposive sampling, consisting of 5 Group B children, 5 parents, 2 teachers, and 1 principal. Data were collected via in-depth interviews, participant observations, and documentation analysis, and subsequently analyzed using the Miles, Huberman, and Saldaña interactive model. The results revealed three main findings: First, children perceive online games (Roblox, Stumble Guys, Free Fire) as a space for instant gratification, whereas parents under urban economic demands view gadgets as a practical "digital babysitter." Second, exposure to online games for more than 1 hour per day without guidance triggers negative behavioral shifts, including increased verbal/physical aggression, a drastic drop in attention span (focusing for <5 minutes during learning), and social impairments (selfishness and low empathy) that contradict the Fruits of the Spirit (Galatians 5:22-23). Third, a mesosystem dysfunction occurs where teachers' efforts to redirect children through creative, Christian value-based approaches are hindered by parents' lack of time and energy at home. This study confirms that uncontrolled online game usage hinders early childhood developmental tasks. Integrated collaboration among school, home, and church through digital discipleship is highly recommended.

Keywords : Online Games, Early Childhood Behavior, Case Study, Christian Character.

Abstrak

Studi ini bertujuan untuk mendeskripsikan pengalaman penggunaan gim daring serta dampak perilakunya terhadap anak usia dini di TK Haleluyah Cengkareng. Dengan menggunakan pendekatan studi kasus kualitatif dalam paradigma interpretatif, penelitian ini melibatkan 13 informan yang dipilih

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melalui teknik purposive sampling, yang terdiri dari 5 anak Kelompok B, 5 orang tua, 2 guru, dan 1 kepala sekolah. Data dikumpulkan melalui wawancara mendalam, observasi partisipan, dan analisis dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan tiga temuan utama: Pertama, anak-anak memandang gim daring (seperti Roblox, Stumble Guys, dan Free Fire) sebagai sarana untuk mendapatkan kepuasan instan, sementara orang tua yang terhimpit tuntutan ekonomi perkotaan menganggap gawai sebagai "pengasuh digital" yang praktis. Kedua, paparan gim daring selama lebih dari 1 jam per hari tanpa pendampingan memicu perubahan perilaku negatif, seperti meningkatnya agresi verbal maupun fisik, penurunan drastis rentang perhatian (hanya mampu fokus kurang dari 5 menit saat kegiatan belajar), serta hambatan sosial (sikap egois dan rendahnya empati) yang bertentangan dengan nilai-nilai Buah Roh (Galatia 5:22-23). Ketiga, terjadi disfungsi mesosistem, di mana upaya guru untuk mengarahkan kembali anak melalui pendekatan kreatif berbasis nilai-nilai Kristiani terkendala oleh kurangnya waktu dan energi orang tua di rumah. Studi ini menegaskan bahwa penggunaan gim daring yang tidak terkendali menghambat pencapaian tugas perkembangan anak usia dini. Oleh karena itu, kolaborasi terpadu antara pihak sekolah, rumah, dan gereja melalui pemuridan digital sangat disarankan.

Kata Kunci : Gim Daring, Perilaku Anak Usia Dini, Studi Kasus, Karakter Kristiani.

1. INTRODUCTION

Early childhood is a critical period for the development of cognitive, social, emotional, and behavioral competencies. During this period, children develop the ability to understand and respond to their environment through interactions with adults, peers, and learning experiences. One important developmental competency is emotional regulation, which enables children to manage emotional responses and adjust their behavior according to social situations. Gross (2015) conceptualizes emotion regulation as a process through which individuals influence which emotions they experience, when they experience them, and how those emotions are expressed.

The rapid development of digital technology has significantly transformed the way young children play, learn, communicate, and interact with their surrounding environment. Digital devices such as smartphones and tablets have become increasingly accessible to children, including those in early childhood education settings. One of the digital activities that has attracted considerable interest among young children is online gaming. Online games are interactive digital activities characterized by rules, goals, challenges, immediate feedback, competition, and interaction, which can make children highly engaged in the activity (Prensky, 2001). The increasing accessibility of online games therefore represents an important issue in early childhood education because children's experiences with digital media may become part of their everyday behavioral development. The uploaded study similarly identifies online games as an increasingly common form of entertainment among young children and emphasizes their potential relationship with socialization, concentration, and emotional control.

Early childhood is a particularly important developmental period because children experience rapid growth in cognitive, language, physical, social-emotional, and moral domains. Children between approximately four and six years of age are still developing the ability to regulate emotions, control impulses, follow social rules, and understand the consequences of their actions. Amini et al. (2023) explain that early childhood represents a critical period for the development of personality, character, intellectual abilities, and other fundamental developmental capacities. Similarly, Santrock (2024) emphasizes that children's behavior during development is closely associated with their psychological and social experiences. The developmental tasks of kindergarten children also include developing

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physical skills, establishing relationships with peers, adjusting to the social environment, regulating emotions, becoming increasingly independent, and beginning to distinguish appropriate from inappropriate behavior (Herdiani et al., 2024).

The importance of this developmental period becomes more significant when considered from a neurodevelopmental perspective. The literature reviewed in the study describes early childhood as a period of substantial brain plasticity in which children's experiences and stimulation contribute to the development of neural connections. Consequently, children require rich and varied experiences involving movement, sensory stimulation, direct interaction, exploration, and communication. Excessive screen exposure may reduce opportunities for these forms of development when digital activities replace physical play and direct social interaction. The study's theoretical synthesis indicates that excessive screen time may be associated with reduced social interaction, weaker emotional regulation, and difficulties in sustaining attention, particularly when digital stimulation becomes a dominant form of children's daily activity (Rahmadani Ira, 2025).

Online games are not inherently negative. Their effects depend substantially on the type of content, duration of use, and the presence of adult guidance. Prensky's (2001) digital game-based learning perspective suggests that games can provide opportunities for interaction, challenge, feedback, experimentation, and problem solving. The study also discusses Bavelier's work, which indicates that certain forms of digital games can stimulate selective attention, visual processing, and rapid decision-making when appropriately designed and used within reasonable limits. Thus, digital games may provide cognitive benefits when their content and use are developmentally appropriate. However, these potential benefits should not obscure the risks associated with games that contain intense competition, violence, rapid stimulation, or reward-based mechanisms, especially when young children use them without adequate supervision.

The behavioral risks associated with online games are particularly relevant because young children learn substantially through observation and imitation. Bandura's Social Learning Theory proposes that children can acquire behaviors by observing models in their environment and subsequently reproducing observed behaviors. In the context of online gaming, game characters, other players, dialogue, gestures, and repeated actions can function as behavioral models. When aggressive actions are accompanied by rewards or successful outcomes within a game, children may perceive such actions as meaningful or desirable. The study applies this perspective to explain children's imitation of aggressive gestures and inappropriate language obtained from online gaming environments.

Several behavioral domains may therefore be affected by children's online gaming experiences. One important domain is emotional regulation. Children who become highly attached to games may demonstrate frustration, anger, crying, or tantrums when access to the device is interrupted. The findings in the uploaded study indicate that excessive online gaming was associated with tantrums and reduced concentration, consistent with the study's reference to Nurhayati (2023). The study also found that children exposed to online games could demonstrate difficulties in controlling their emotions when gaming was stopped.

Another important domain is attention and concentration. Online games frequently use rapidly changing visual stimuli, immediate rewards, and continuous challenges. According to Suryana (2023), as cited in the study, this type of stimulation may make children accustomed to a rapid pace of activity and consequently make slower learning activities appear less attractive. The uploaded study identifies difficulty maintaining attention during classroom activities as one of the behavioral phenomena

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requiring attention. In the empirical findings, teachers observed that several children had difficulty maintaining focus during the first minutes of classroom learning, particularly among children who had played games extensively.

Social behavior and language development are also relevant. Young children develop communication skills and social understanding through repeated interactions with adults and peers. When screen-based activities displace opportunities for face-to-face interaction, children may have fewer opportunities to practice sharing, waiting for turns, cooperating, interpreting facial expressions, and responding to other people's emotions. The study identifies potential manifestations such as selfish behavior, reduced empathy, difficulty sharing, and preference for digital interaction over physical play. It also reports that children may incorporate gaming terminology and inappropriate expressions into everyday communication. These observations are consistent with the discussion of children's vulnerability to imitation and the findings reported by Padilah Nashrillah (2024) concerning the relationship between online gaming exposure and children's language behavior.

The influence of online gaming, however, cannot be separated from the family and educational environments surrounding the child. Bronfenbrenner's Ecological Theory emphasizes that children's development is shaped by interactions among multiple environmental systems, particularly the immediate environments of family and school. In the context of online gaming, parental practices, household rules, availability of digital devices, peer influence, school policies, and teacher guidance can influence children's digital experiences. The study specifically identifies parenting patterns, parental supervision, availability of devices, peer influence, family environment, and access to the internet as important factors affecting children's use of online games.

This issue becomes particularly meaningful in the context of TK Haleluyah Cengkareng, a Christian kindergarten that emphasizes the development of children who are God-fearing, intelligent, independent, and characterized by positive values. The preliminary observations described in the study identified children's use of games such as Roblox, Stumble Guys, and Free Fire, as well as behavioral phenomena including imitation of gaming expressions and gestures, difficulty concentrating, physical aggression, and tantrums. The study also reports that some parents provide smartphones to children for approximately one hour per day while they are working, effectively using the device as a practical form of digital childcare.

From a Christian educational perspective, these behavioral issues are particularly important because children's behavior is expected to develop in accordance with values such as love, patience, kindness, gentleness, and self-control as expressed in Galatians 5:22–23. Self-control is especially relevant to children's ability to regulate emotions, respond appropriately to frustration, follow rules, and manage their use of digital media. The study therefore conceptualizes excessive and uncontrolled gaming as potentially creating a gap between children's observed behavior and the character values promoted by the school.

Although previous studies have discussed the effects of online games on children, the uploaded research identifies a need to understand more deeply the experiences and meanings associated with online gaming among kindergarten-aged children, particularly within a Christian early childhood education context. The study notes that much previous research has focused quantitatively on school-aged children, whereas the subjective experiences of kindergarten children, parents, and teachers in a specific urban educational context remain less explored. Therefore, a qualitative examination is important for understanding not only whether online games are associated with behavioral changes, but also how children experience games, how parents regulate their use, how teachers observe their

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behavioral manifestations, and how the home and school environments interact in shaping these experiences.

Accordingly, this study examines the use of online games and its relationship with early childhood behavior at TK Haleluyah Cengkareng. Particular attention is given to children's behavior during and after playing games, including attention, language, emotional regulation, social interaction, compliance with rules, and cooperation, as well as parental practices concerning duration, type of games, supervision, and regulation. Through this approach, the study is expected to contribute to a more contextual understanding of digital media use in early childhood education and to provide a basis for strengthening collaboration among teachers and parents in guiding children's digital experiences.

2. RESEARCH METHOD

This study employed a qualitative descriptive research approach to analyze the use of online games and its relationship to the behavior of early childhood children at TK Haleluyah Cengkareng. A qualitative approach was selected because the study aimed to obtain an in-depth understanding of children's behavior, emotional responses, language use, concentration, and social interactions in relation to their experiences with online games. The qualitative approach also enabled the researcher to examine the phenomenon within its natural setting and to understand the perspectives and experiences of teachers and parents regarding children's online game use (Moleong, 2021; Sugiyono, 2023).

The research was conducted at TK Haleluyah Cengkareng, involving children in Group B, teachers, and parents as sources of information. The participants were selected purposively based on their relevance to the research focus. Children were observed to identify behavioral manifestations associated with online game use, while teachers and parents provided information regarding children's habits, duration of game use, types of games played, behavioral changes, and adult supervision. The involvement of both school and family contexts was important because children's behavior is influenced by interactions among different environments, particularly the home and school environments.

Data were collected through observation, interviews, and documentation. Observation was conducted during learning activities and children's interactions at school. The observations focused on children's emotional regulation, concentration, communication, social interaction, language, compliance with classroom rules, and behavioral responses when interacting with peers and teachers. Particular attention was given to behaviors that were reported or observed in connection with children's online gaming experiences, including the imitation of game-related expressions or actions, difficulty maintaining attention, aggressive responses, and emotional outbursts.

Semi-structured interviews were conducted with teachers and parents to obtain more detailed information about children's online game habits and behavioral development. The interviews addressed the frequency and duration of children's online game use, the types of games played, parental supervision, children's responses when they were asked to stop playing, and changes in behavior observed at home or at school. The semi-structured format allowed the researcher to maintain focus on the research questions while providing opportunities for participants to explain their experiences in greater depth.

Documentation was used as supporting data and included relevant school records, photographs of learning activities, field notes, and other documents related to the research. Documentation helped strengthen the findings obtained from observation and interviews and provided contextual information about children's activities in the school environment.

The data were analyzed using an interactive qualitative data analysis process consisting of data reduction, data display, and conclusion drawing and verification (Miles, Huberman, & Saldaña, 2024). During data reduction, information obtained from observations, interviews, and documentation was selected, organized, and focused according to the research objectives. Data related to online game use, children's behavior, emotional regulation, concentration, language, social interaction, and adult

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supervision were grouped into relevant categories. The reduced data were then presented descriptively to identify patterns and relationships among the emerging categories. The final stage involved drawing conclusions and continuously verifying them against the available data.

To increase the credibility of the findings, the study used data triangulation, particularly triangulation of sources and data collection techniques. Information obtained from teachers and parents was compared with the results of observations and documentation. This process was intended to ensure that the interpretation of children's behavior was not based solely on one source of information. Differences between information obtained from different sources were examined and interpreted within the context of children's home and school environments.

The study also considered the ethical aspects of research involving young children. The identities of children and other participants were protected, and the information obtained during the research was used solely for academic purposes. The researcher maintained the confidentiality of participant information and conducted observations in ways that did not interfere with children's learning activities.

Through this research design, the study sought to describe comprehensively how online game use is experienced by early childhood children and how patterns of use may be reflected in their behavioral development. Rather than assuming that online games have only negative effects, the study examined the phenomenon contextually by considering the duration of use, types of games, children's responses, parental supervision, and the school environment. This approach allowed the research to provide a more balanced understanding of the relationship between children's online gaming experiences and their behavior.

3. RESULT AND DISCUSSION

The findings of this study describe the use of online games and its relationship with the behavior of early childhood children at TK Haleluyah Cengkareng. The findings were obtained through observations, semi-structured interviews, and documentation involving children, teachers, the school principal, and parents. The analysis was organized according to three major focuses: the forms of online game use among children, the behavioral manifestations associated with online game use, and the efforts of parents and teachers to manage children's digital gaming habits. The data were analyzed through data reduction, data display, and conclusion verification, with triangulation of sources, techniques, and time used to strengthen the credibility of the findings.

Forms of Online Game Use among Early Childhood Children

The first finding concerns the types of online games accessed by children. Based on interviews with eight informants and observations, two broad categories of games were identified: educational games and entertainment games. Educational games included Marbel and Khan Academy Kids, which were used to introduce colors, numbers, letters, and other basic learning content. Meanwhile, entertainment-oriented games included Free Fire, Mobile Legends, and Roblox, which children generally played for enjoyment and social interaction.

This finding indicates that the influence of digital games cannot be understood simply by categorizing all games as harmful or beneficial. The educational games observed in the study were associated with children's acquisition of basic academic concepts. One parent, for example, reported that after using Marbel, her child became faster at recognizing letters and numbers. Another parent explained that the child could memorize the alphabet relatively quickly after using the educational game. Such findings suggest that digital games can provide meaningful learning experiences when their content is appropriate to children's developmental needs and when their use is accompanied by adult supervision.

However, the entertainment games produced a different pattern of behavior, particularly when children experienced difficulty stopping the activity. A parent reported that the child was able to learn from Marbel but had difficulty stopping when playing Roblox. This difference suggests that the

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content and design of the game, as well as the emotional involvement generated during play, are important factors in understanding children's responses to digital games.

The study also found that children's online gaming generally occurred for approximately 30 minutes to one hour per day, most commonly after school and at night before bedtime. In addition, seven of the twenty parents reported that they did not always accompany their children while playing. This finding is important because duration alone does not fully explain children's behavioral responses. The context in which games are used—including the time of day, type of game, purpose of use, and degree of parental supervision—also needs to be considered.

The findings further reveal that parents had different reasons for providing digital devices to their children. In the preliminary findings, some parents described the smartphone as a practical means of keeping children quiet while they completed work or household responsibilities. Thus, the use of gadgets was not necessarily based solely on entertainment but was also connected to family circumstances and parents' need to manage time and daily responsibilities.

Behavioral Changes Associated with Online Game Use

The second major finding concerns children's behavior during and after playing online games. The observed behavioral changes appeared primarily in the areas of emotional regulation, concentration, language, social interaction, and physical behavior.

In the emotional domain, the study documented an instance of a child displaying a tantrum when game access was interrupted. Parents also reported that some children cried when their smartphones were taken away. One parent explained that although the child benefited from educational games, the child became emotionally distressed when access to Roblox was stopped. This finding illustrates that children's emotional responses may become closely connected to their gaming activities, particularly when children have difficulty transitioning from a highly engaging digital activity to another activity.

In the area of concentration, teachers observed that seven of twenty children appeared sleepy and had difficulty maintaining attention during the first five minutes of classroom learning. The teacher associated this condition with children who had played games at night. The field observations similarly documented that after the break, some children who had been engaged in rough play and game-related behavior had difficulty returning their attention to the learning activity.

The field notes provide further evidence of behavioral manifestations. During classroom observation, seven of twenty children were observed playing roughly, while some pushed their peers, hit friends, or used inappropriate language. Following the break, the same group experienced difficulty refocusing on classroom learning. These observations do not establish that online games were the sole cause of these behaviors; rather, they demonstrate a pattern that the researcher identified as relevant to children's experiences with online games.

Language was another notable finding. Children were observed using game-related expressions such as “mabar,” “kill,” and “booyah” and imitating shooting gestures. The preliminary observations also documented the use of expressions such as **“**bego**”** and **“**cupu**,”** which were reported as having been imitated from game-related communication. This finding is particularly relevant to the social learning perspective because children may acquire language and behavioral models from the environments to which they are repeatedly exposed.

Social interaction also showed both positive and negative characteristics. On the positive side, multiplayer games can provide opportunities for children to interact with others. However, the findings indicate that some children became more interested in playing together online than engaging in direct physical play. The study also documented physical aggression, including pushing and hitting peers during play. These findings suggest that the social consequences of online games are complex and may depend on how digital interaction is balanced with face-to-face interaction.

Positive and Negative Impacts of Online Games

The findings demonstrate that online games have dual effects on children's development. Educational games were associated with positive cognitive experiences, particularly in recognizing

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letters, numbers, colors, and vocabulary. Parents perceived that children could remember certain learning materials more quickly after using educational games.

At the same time, negative behavioral manifestations were identified in several areas. These included emotional outbursts, difficulty concentrating, inappropriate language, physical aggression, and reduced willingness to participate in non-digital activities. The study therefore supports the interpretation that the impact of online gaming is not determined by the existence of gaming alone but by the type of game, duration of use, timing of use, and quality of adult supervision.

The findings are consistent with the theoretical framework presented in the research, particularly the view that children learn through observation and imitation. When children repeatedly encounter particular words, gestures, competitive behaviors, or interaction patterns through games, these elements may become part of their behavioral repertoire. The appearance of game-related expressions and gestures in children's everyday interactions provides an empirical illustration of this process.

The findings can also be interpreted through the ecological perspective of child development. Children's gaming behavior does not occur in isolation but is shaped by the interaction between home and school. Parents determine access, duration, and supervision at home, while teachers observe and respond to children's behavior at school. Therefore, differences between rules at home and expectations at school may influence children's ability to regulate their behavior across settings.

Parental Supervision and Management of Online Gaming

The third major finding concerns parental efforts to manage children's gaming habits. Several strategies were identified, including establishing screen-time agreements, selecting educational games, accompanying children during play, and using parental-control applications. One parent reported implementing a 30-minute screen-time agreement, in which the child was allowed to play for a limited period and would lose access the following day if the agreed limit was exceeded.

The findings also indicate that some parents used schedules and parental-control applications and attempted to play together with their children. These strategies demonstrate a shift from simply prohibiting digital games toward guiding children in using technology appropriately. The research document specifically describes this approach as redirection rather than total prohibition, emphasizing the importance of providing alternative activities that remain attractive to children.

However, parental supervision was not always consistent. Seven of twenty parents reported that they did not consistently accompany their children while playing. This inconsistency represents an important challenge because children at the early childhood stage still require adult guidance in interpreting digital experiences, managing transitions, and distinguishing acceptable and unacceptable language or behavior.

Teacher Intervention and School–Family Collaboration

Teachers also played an important role in managing the behavioral consequences associated with children's online gaming. The strategies documented in the study included establishing a “phone-free zone,” replacing screen-based activities with physical and group activities, and providing education to parents through meetings. Parents, meanwhile, implemented screen-time agreements, selected educational games, and accompanied children during gaming activities.

These strategies demonstrate that the school does not position technology solely as a problem but attempts to create a balance between digital exposure and children's developmental needs. Physical play, group activities, communication, and direct interaction provide opportunities for children to practice social and emotional skills in ways that cannot be fully replaced by digital experiences.

Nevertheless, the research identified inconsistency between rules at school and rules at home as a major obstacle. This finding is significant because children's behavior may be more difficult to regulate when expectations differ substantially between the two environments. Collaboration between teachers and parents is therefore necessary to establish consistent expectations regarding screen time, appropriate game content, language, bedtime routines, and alternative activities.

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The findings demonstrate that online gaming among young children is a multidimensional phenomenon. The presence of positive cognitive outcomes from educational games indicates that digital media can be used as a learning resource. However, the same digital environment may be associated with behavioral challenges when children's access is insufficiently supervised or when games are highly engaging, competitive, or inappropriate for their developmental stage.

The positive cognitive findings are particularly important because they prevent an overly negative interpretation of digital games. The use of Marbel and Khan Academy Kids was associated with children's recognition of colors, numbers, letters, and vocabulary. This finding supports the argument that digital games can facilitate learning when the content is intentionally designed for educational purposes. The key issue is therefore not whether children should encounter digital technology at all, but how that technology is selected, structured, and integrated into children's broader learning experiences.

The negative findings, meanwhile, emphasize the importance of children's emotional and behavioral regulation. Tantrums when devices are removed, difficulty transitioning from gaming to learning, and the repetition of inappropriate language suggest that children may need explicit support in regulating their responses to digital stimulation. These behaviors should not automatically be interpreted as evidence of addiction or as being caused exclusively by games. Children's behavior can also be influenced by parenting patterns, sleep, peer relationships, family circumstances, and other developmental factors. Therefore, the qualitative findings are best understood as evidence of behavioral patterns associated with gaming experiences rather than as statistical proof of direct causation.

The concentration findings are also noteworthy. Seven of twenty children were observed to have difficulty focusing during the first five minutes of learning, particularly after gaming at night. This finding suggests that the timing of game use may be as important as its duration. Gaming close to bedtime may interfere with children's readiness to participate in classroom activities the following day. From an educational perspective, teachers and parents therefore need to consider not only “how long” children play but also “when” they play.The social and linguistic findings can be interpreted through the Social Learning Theory framework. Children learn through observing models and reproducing behaviors that they encounter in their environments. The emergence of expressions such as “mabar,” “kill,” “booyah,” “bego,” and “cupu,” as well as the imitation of shooting gestures, illustrates how digital content can enter children's everyday communication and play. This does not mean that every child who plays an online game will imitate inappropriate behavior. Rather, it highlights the importance of the content children encounter and the role of adults in helping children understand and regulate what they see and hear.

From an ecological perspective, the findings demonstrate that the management of online games requires cooperation among multiple environments. Parents control children's access to devices and games at home, while teachers observe children's behavior and provide developmental stimulation at school. The study's finding that inconsistent rules between home and school constitute an obstacle reinforces the importance of a shared approach. The research document therefore emphasizes collaboration rather than prohibition as the preferred strategy.

The Christian-school context of TK Haleluyah Cengkareng also provides an important dimension to the interpretation of the findings. The school emphasizes character formation, including values related to love, kindness, patience, gentleness, and self-control. The observed use of harsh language, aggression, difficulty following rules, and emotional outbursts therefore represents not only a behavioral concern but also a challenge to the character-development objectives of the school. The research specifically relates these expectations to the values described in Galatians 5:22–23.

Overall, the findings indicate that online games should be approached through balanced digital parenting and educational guidance. Total prohibition may not be the most appropriate strategy because some digital games can support learning and children's curiosity. Conversely, unrestricted access may increase the possibility of behavioral difficulties. A more appropriate approach involves

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selecting age-appropriate content, establishing predictable time limits, accompanying children during gaming, discussing game content with children, providing sufficient physical and social play opportunities, and maintaining consistent expectations between home and school.

The findings also show that teachers and parents have complementary roles. Teachers can provide alternative play experiences, observe behavioral changes, communicate with families, and develop classroom routines that strengthen self-regulation and social interaction. Parents can control access to devices, monitor game content, establish screen-time agreements, and model healthy technology use. When these efforts are coordinated, digital technology can be positioned as a tool that supports children's development rather than becoming a substitute for direct play, social interaction, and adult guidance.

Finally, the study has a contextual limitation that should be considered when interpreting the findings. It was conducted in one kindergarten and over a three-month period, meaning that the findings cannot be generalized to all early childhood education institutions. Nevertheless, the study provides a useful qualitative description of how online gaming is experienced and interpreted within a particular early childhood educational context. It demonstrates the importance of examining not only children's screen exposure but also the type of content, duration, timing, parental supervision, children's behavioral responses, and cooperation between home and school.

In summary, the results show that online gaming among children at TK Haleluyah Cengkareng has both constructive and potentially problematic dimensions. Educational games were associated with cognitive benefits, whereas excessive or insufficiently supervised engagement with entertainment games was accompanied by emotional, attentional, linguistic, and social concerns. The most important implication is therefore not simply to eliminate online games, but to establish developmentally appropriate, consistent, and collaborative digital guidance involving children, parents, teachers, and the school environment.

4. CONCLUSION

This study concludes that the use of online games among early childhood children at TK Haleluyah Cengkareng has both positive and negative implications for children's behavior and development. The findings indicate that the impact of online games is not uniform and is influenced by several factors, particularly the type of game, duration and timing of use, parental supervision, and the consistency of guidance provided by adults.

First, the study found that children accessed both educational and entertainment-oriented online games. Educational games such as Marbel and Khan Academy Kids were associated with positive cognitive experiences, particularly in recognizing letters, numbers, colors, and vocabulary. In contrast, entertainment games such as Roblox, Free Fire, and Mobile Legends were more frequently associated with children's difficulty stopping play and their preference for digital activities. The average reported duration of gaming was approximately 30 minutes to one hour per day, although parental supervision was not always consistent.

Second, the findings indicate several behavioral patterns associated with children's online gaming experiences. Positive changes were primarily identified in children's cognitive learning experiences, whereas concerns emerged in emotional regulation, concentration, language, and social interaction. Some children demonstrated tantrums or crying when access to games was interrupted, while teachers observed difficulties in maintaining attention during learning activities. The study also identified the use of game-related expressions, inappropriate language, and physical behaviors such as pushing or hitting peers. These findings suggest that children's exposure to digital games needs to be considered alongside the content they consume and the behavioral models presented within those games.

Third, the study demonstrates that parental and teacher involvement plays an important role in managing children's online game use. Parents attempted to establish screen-time agreements, select educational games, accompany children during gaming, and use parental-control strategies. Teachers

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attempted to reduce children's dependence on gadgets by providing physical play, group activities, and education for parents. However, inconsistency between rules implemented at home and those applied at school remained one of the main challenges.

Therefore, the study emphasizes that the appropriate response to children's online gaming is not necessarily total prohibition, but developmentally appropriate digital guidance and consistent supervision. Collaboration between parents and teachers is essential to establish clear limits, select age-appropriate content, provide alternative play experiences, and strengthen children's emotional regulation, social interaction, communication, and self-control. Through consistent cooperation between home and school, digital technology can be utilized as a supportive learning resource while minimizing potential negative behavioral effects.

Because this research was conducted at only one kindergarten and within a limited research period, the findings should be interpreted within the specific context of TK Haleluyah Cengkareng and should not be generalized to all early childhood education settings. Future research may involve a larger number of schools and participants and examine children's online gaming experiences over a longer period to obtain a broader understanding of the relationship between digital game use and early childhood development.

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