ANALYSIS OF INTENSITY OF PLAYING ONLINE GAMES AND PARENTS' ATTENTION TO CHILDREN'S SOCIAL SKILLS IN ELEMENTARY SCHOOL

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Abstract

Online games that are overgrowing and a favorite of children have had positive and negative impacts. The existence of the media causes many problems. If parents are negligent in supervising children, it will undoubtedly result in game addiction. Children who are already addicted to online games will experience several accompanying effects. These effects affect children's motivation, learning achievement, and social skills. Even though these things should exist in children in their current development period, this study aims to determine whether there is a relationship between the intensity of online games and parents' attention to the social skills of elementary school children. This type of research is quantitative research with a survey method. The subjects of this study were 246 elementary school students spread across the city of Yogyakarta. Sampling from the study population was carried out using a proportional random sampling technique, namely the method of taking samples from members of the people using random methods without regard to strata in the population. Data collection techniques using a questionnaire. Data analysis technique using Regression statistical techniques. The study's results stated that the relationship between online games and social skills, parental attention and social skills, and the relationship between the two towards social skills were fragile.

Keywords: Online Games, Parents' Attention, Social Skills, Elementary School

INTRODUCTION

Globalization that is happening in the world causes the rapid development of technology. Rapid technological developments indirectly and significantly influence human life in various aspects and dimensions (Siregar, 2014). Technological developments also touch all ages and fields. Starting from children, teenagers, adults, and even the elderly, almost all of them are active technology users. Technological developments also affect various fields, including education, trade, agriculture, etc. The rapid pace of technology has also led to innovation in various sectors of life. Currently, innovation also touches the realm of important sectors. Innovation has also penetrated the micro sector.

Technological innovation in the micro sector can be seen in developing games that the public can enjoy. Currently, technology-based games are growing massively. Even those of the alpha generation enjoy these modern games. Modern games that are currently developing are primarily associated with digital technology. Games wrapped in digital technology are known as online games. The development of games that previously could only be played offline, with the existence of the internet, games can be played online with no more time constraints. Nowadays, online games have developed in such a way along with the development and advancement of technology itself (Ariantoro, 2016).

The results of a 2013 Chips magazine survey stated that there was an increase in online game players to 42.8 million game players in 2015 (Virlia & Setiadji, 2017) who came from various age and gender groups. At least 56% of the gamer population can spend 47% of their income to finance online gaming activities and find it helpful compared to other entertainment activities (Entertaiment Softwere Association, 2015).

In Indonesia, the development of online games is progressing at high speed. Online game development in Indonesia began in the mid-1990s when Nexian Games was released. At the time, Ragnarok was a trendy online game with the general public. The rapid development of online games has given rise to games such as Dota Online, Atlantica Online, Counter-Strike, Point Blank, and Three Kingdoms Online. Looking at online game development, there are several advantages over offline games. Online games allow players to play with an unlimited number of players and also have the opportunity to meet other players. Apart from that, the development of online games at that time also created a game center industry that provided services for gamers to spend their time playing games (Fajri, 2012).

The increasing number of online game users is a cause for concern. Apart from threatening the existence of traditional games, which are increasingly marginalized, online games also affect children's social behavior. Many studies state that online games have addictive effects on their users (Kustiyani, 2021; Rohman, 2018; Vera & Netrawati, 2019). Negative impacts, for example, are addiction from game lovers, especially teenagers. We often

encounter them during school hours, teenagers who should spend their time studying at school instead of filling game centers on the sides of the road. In addition, what is even more astonishing is that there are criminal cases due to online game addiction.

At their developmental age, children who often do game activities will reduce positive activities such as learning and interacting with peers. Children dependent on games will reduce their time socializing with peers because games can potentially isolate children from the social environment (Chatib, 2012). Meanwhile, children need social skills to build friendships, resolve conflicts, and work well in groups (Meggitt, 2012; Swanepoel et al., 2016). In essence, humans are individual and social creatures; humans need association with other people to give each other and benefit from each other (Gerungan, 2010).

The rapid influence of online games in society is no exception for elementary school children who need extra supervision from various parties. For children themselves, supervision should be carried out by parents at home. Family is the primary education for children who will be at the forefront in tackling the harmful effects of online games. Attention, affection, and a warm atmosphere from the family will tremendously impact children's development. Many previous studies have revealed a positive influence between parental attention on children's learning achievement or behavior (Chen et al., 2020; Niklas et al., 2016).

A game uses electronic media in the form of multimedia, which is made as attractive as possible so that players can get inner satisfaction (Ahyar, 2019; Barros et al., 2018). Games have become part of the culture and daily activities of the people. The culture of playing games is a lifestyle much loved by people, especially the younger generation and even children at elementary school age, both in rural and urban areas. Types of game devices, from simple models such as game watches to sophisticated games such as the PlayStation console or the like, are recognized by today's children (Samuel, 2010). Games that use electronic media very quickly affect the development of children. Children switch to playing network-based games and leave traditional games because these games are exciting games for children.

The game has a positive impact, and games benefit children, including children who will get to know the world of technology and its various features. Games can teach lessons in terms of following directions and rules. Games train motor development: when children play games agilely, their motor systems develop according to the movements involved. Games also train neurological development, involving changes in a child's brain and nerves when playing games repeatedly. Games also train cognitive development due to the child's ability to cope with changes from time to time, practice vocabulary and pronunciation of foreign and local languages, and an interactive multimedia simulation that simulates some natural world phenomena.

The positive impact of games can be seen in games that focus on puzzles, detectives, or others. Games that have a positive impact also help shape player intelligence, although they are not the only means of being the best. However, games also harm their users; among other things, games can result in a decrease in forebrain wave activity, a decrease in forebrain wave activity which has a significant role in emotional control and aggressiveness. Games make someone superior because of their success in getting high and unbeatable scores or games as a place to escape from a pile of everyday problems. Games can also foster a high sense of selfishness when he gets less attention from his family or those around him. Playing games is used as an outlet for his dissatisfaction. Games make children isolated from their surroundings because they play games too often, so they forget the social relationships in their lives. If it is too often will result in psychological disorders. The behavior of someone who plays games can change and affect the mindset because the mind will always be on the game that is often played. Games also make children experience mental problems. The impact of games can cause children to be twice as hyperactive and will reduce children's learning concentration. Children are susceptible to anxiety disorders, depression, and poor social development. Playing games is a waste of time when games have become addictive (Ulya et al., 2021).

Children's learning progress cannot be separated from the help and supervision of parents (father and mother). Love from parents, this attention, among others, by providing sufficient learning facilities such as learning tools and places to study. Parents must be the primary bearers in education, one of which is completing educational facilities such as places to study and assisting children's learning activities in managing study time (Andriani et al., 2021; Napal Fraile et al., 2018).

Children need parental help when learning becomes challenging. Children are still insecure and prone to discouragement; parents need to help them learn. Her one form of parental care in supporting a child's learning activities is the parent's support of the child in the learning activities that the child undertakes. Parents can help their children learn in many ways. For example, parents accompany their children in learning, guide them in completing schoolwork, and support children with learning disabilities.

Mentoring is the process of helping individuals achieve optimal development. To supervise a child's learning activities online/online, parents should ensure that there are no barriers to carrying out the online learning activities other than the child asking the parent for materials and the parent being able to resolve them quickly. It is necessary to understand the material that needs to be understood in advance (Kartadinata, 1998; Setiawan, 2021). It would be better if parents also understood the material that children will learn rather than just

Parents can play a role in helping to manage children's study time by calculating time every day, planning the subject matter to be studied, and preparing time that can be used for learning with the best results (Parhan & Kurniawan, 2020; Slameto, 2010; Suzanne, 2019). Based

on the theory that has been described, indicators can be made to measure the role of parents in learning, namely as follows. First, providing learning facilities for children as indicated by the fulfillment of learning facilities that are directly related to the learning process (stationery), facilities that can support children's learning activities (learning places), facilities that can support the process of learning activities (learning media) and facilities that can support the stimulus for children to be ready to carry out online learning activities. Both help children's learning activities which include; understanding the material to be studied by children, helping manage study time, helping overcome children's difficulties, provide motivation.

According to psychologists, *attention* is defined as the concentration of psychic energy on an object if it is interpreted as the amount of awareness accompanying an activity being carried out. *Attention* is defined as concentration, namely the concentration of psychic energy and energy in dealing with an object. Along with the opinion of the two experts, other experts say that "attention is the activeness of the soul directed to a specific object, and it is the element of thought that has the most substantial influence (Herbert & Baer, 1972; Nisa, 2017; Sumanto, 2014).

Attention differs from sympathy, empathy, and communication, although all three are closely related to focusing one's energy. According to (Ahmadi, 2009), "attention, namely the activeness of the soul directed at an object, both inside and outside himself," while a similar opinion was expressed by (Slameto, 2010) "attention is an activity carried out by a person with the selection of stimuli that come from the outside." Meanwhile, in the opinion of Thamrin Nasution, "Parents are everyone responsible in a family or household duties which in everyday life are father and mother" (Nasution, 2008). A father and mother of their children certainly have complete responsibility for their children's survival. Because children have the right to be cared for and fostered by their parents until they grow up. Children need attention and understanding to grow mature (Alkornia, 2018; Nisa, 2017; Wiener et al., 2016).

Based on the opinions of the experts stated above, parents are responsible for shaping and nurturing their children from a psychological and physiological point of view. Both parents must be able to direct and educate their children to become generations that follow the goals of human life (Napal Fraile et al., 2018; Nisa, 2017; Sumarni, 2019).

Overall, it can be concluded that parents' attention is the concentration of psychic energy that is fixed on an object carried out by the father and mother or guardian towards their child in an activity. Parents who do not care about their children and parents who do not fulfill their duties as fathers and mothers will significantly affect the survival of their children. Especially the role of a father and mother in providing education and attention to their children.

Social skills are skills in maintaining relationships by building networks based on finding common ground and building good relationships (Osland & Turner, 2011). Social skills

include communication, sharing, working together, and participating in community groups (Seefeldt & Barbour, 1990). Children with solid self-awareness are ready to learn to live with others. *Communication skills* are behaviors that are learned and used by individuals in interpersonal situations to obtain or maintain reinforcement from their environment. Thus, social skills are not innate abilities but are acquired through a learning process, both learning from parents as the figures closest to children and learning from peers and the community environment. Curricula for early childhood need to be designed to encourage children's social skills and ability to participate in society.

Social skills (social skills) are the ability to overcome all problems that arise as a result of interactions with the social environment and are the ability to present themselves following applicable rules and norms (Fatimah, 2010)(Fatimah, 2006). Aspects of social skills students should have a range of social skills (Jarolimek, 1977), as follows: (1) Living and working together, taking turns, respecting the rights of others, and being socially sensitive; (2) Learning self-control and self-direction, and (3) Sharing ideas and experiences with others. As for what Jarolimeks means, social skills include aspects (1) skills of living together and working together, being able to place oneself in a social environment, respecting other people; (2) skills to learn to use self-control and social control; and (3) skills to exchange ideas and experiences with other people (Jarolimek, 1977).

In line with this opinion, children's social skills include several things (McIntyre, 2001), as follows: (1) behavior and positive interactions with other friends; (2) appropriate behavior in class; (3) ways to deal with frustration and anger; (4) ways to resolve conflicts with others. Meanwhile, for preschool children, it is necessary to develop social skills, such as (1) skills that can help children at the next level, such as listening skills; (2) questioning skills; (3) how to establish and maintain friendships; (4) feelings; (5) positive, not aggressive when facing conflict; and (6) getting used to stress.

METHODS

This type of research is quantitative, where the data is in the form of numbers, and the analysis uses statistics. It is said to be quantitative because the research data collected is in the form of numbers, analyzed using statistics, and intends to test hypotheses. In contrast, the method used is the survey method. The survey method takes a sample from a population and uses a questionnaire as the primary data collection tool.

Methods of data collection using survey methods. Survey methods are used to obtain data from certain natural places, but researchers carry out treatments in data collection, for example, by distributing questionnaires, tests, structured interviews, and so on (the treatment is not like in experiments) (Alkorashy & Assi, 2017; Gopakumar, 2020; Hutchison, 2009;

Sugiyono, 2007). The use of survey methods will make it easier for researchers to obtain data to be processed to solve problems which is the ultimate goal of a study.

Using the survey method makes it easier for researchers to carry out research. The research method explains the procedures to be carried out scientifically to obtain data with specific purposes and uses. The purpose of the research method is to find research data information from statements that can be revealed in a factual and detailed manner that describes existing phenomena.

Population research means that all subjects in the research area are used as research subjects. The subjects of this study were 246 elementary school students in the city of Yogyakarta. Sampling from the study population was carried out using a proportional random sampling technique, namely the method of taking samples from members of the population using random methods without regard to strata in the population.

Data collection can be done in various ways and from various sources. The data needed in this study can be obtained using a questionnaire data collection technique (questionnaire). According to (Arikunto, 2010), the questionnaire method is a data collection technique carried out by giving a set of questions or written statements to obtain information from respondents. The questionnaire used in this study is a structured questionnaire submitted to students as respondents. This questionnaire method is used to obtain data on the critical thinking skills of elementary school students in distance learning. The instrument used in this research is using a questionnaire. Variable indicators are translated into some questions in order to obtain primary data. This data will be analyzed using relevant statistical tests to test the hypothesis. In contrast, the measurement technique used is the Likert Scale technique.

The data analysis technique used in this study is the Regression statistical technique (processed with SPSS). Before the regression test, assumption tests were carried out as a normality test, homogeneity test, linearity test, and collinearity test.

RESULTS AND DISCUSSION

A simple regression analysis was conducted to see the relationship between online games and parents' attention to social skills. However, before looking at the regression and correlation analysis, they would first be analyzed through a prerequisite test. The prerequisite test to be used is the normality test, heteroscedasticity test, no autocorrelation test, multicollinearity test. The results of the normality test are shown in Figure 1 below.
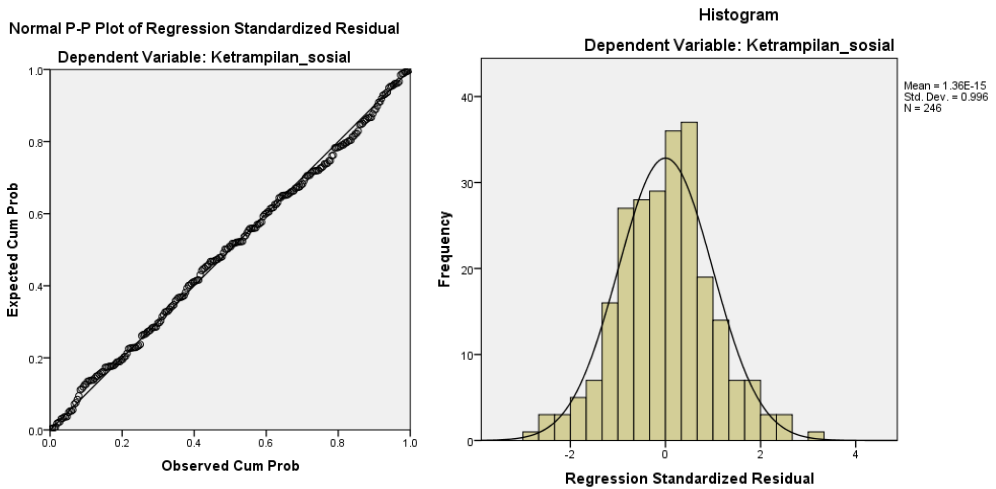
Figure 1. Normality Test Results

From Figure 1 above, it can be shown that the line curves upward as if forming a mesokurtic curve. The curve appears symmetrical to the right and left, while the peaks are not sloping nor sharp, so it can be stated that the social skills data has a normal distribution. Whereas in the results of the routine probability plots test, it appears that the dots and lines and dots are around the line or precisely in the vicinity of point 0 and are not widened too far so that it can be stated that the dependent variable data, in this case, is social skills usually distributed. while for the Heteroscedasticity test, shown in Figure 2 below.
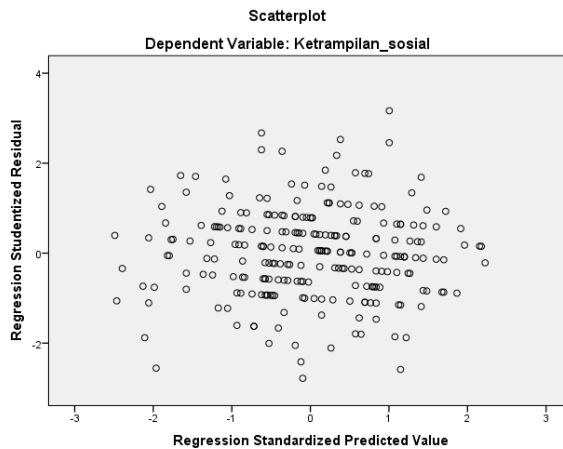

Figure 2. Heteroscedasticity Test Results

Based on Figure 2 above, the regression standardized predicted value output data is around point 0 on both the x and y axes, does not form a zig-zag pattern, and does not accumulate. Thus, there are no symptoms of heteroscedasticity.

The autocorrelation test was carried out to find out the symptoms that occurred. This test uses the Durbin-Watson table. Based on the Durbin-Watson table with a sample size of 246 and a total of 2 independent variables, the dl and du values are 1.78 and 1.79 respectively, thus:

$$du < DW < 4 - du$$

$$1.79 < DW < 2.21$$

Because the DB value is 2.121, it fulfills the requirements, so it can be stated that there are no symptoms of autocorrelation or that no autocorrelation is fulfilled. The results are more clearly shown in table 1 below.

Table 1. No Autocorrelation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,127[a]	0,016	0,008	2,803	2,121

a. Predictors: (Constant), Parental attention, Online games

b. Dependent Variable: Social skills

Next, a multicollinearity test was performed. Tolerance values in all variables will be considered as a result. The tolerance values for online games and parental attention were 0.999 and 0.999, both of which were more significant than 0.1, while the VIF values for the two independent variables were 1.001 and 1.001, respectively, less than ten so that it can be stated that there is no robust correlation between each independent variable or independent variable so that it can be stated that the data is free from multicollinearity. More complete results are shown in table 2 below.

Table 2. Multicollinearity Test Results

	Correlations			Collinearity Statistics	
	Zero-order	Partial	Part	Tolerance	VIF
Online game	0,104	0,106	0,105	0,999	1,001
Parents attention	0,071	0,074	0,074	0,999	1,001

a. Dependent Variable: Social_skills

The regression coefficient for the online game variable is 0.043. This shows that adding one online game unit will increase social skills by 0.043, excluding other variables. Likewise, the coefficient for the parental attention variable is 0.034. These results can be interpreted that each increase in one unit of parental attention will increase social skills by 0.034 units ignoring other factors.

The regression equation model is as follows:

$y = 0.043x_1 + 0.034x_2 + 35.283 + \varepsilon$

$\hat{y} = 0.043x_1 + 0.034x_2 + 35.283$

With

$\hat{y}$ = estimator of social skills

x_1 = online games

x_2 = parental concern

Table 3. Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	35,283	1,858		18,993	0,000
Online game	0,043	0,026	0,105	1,657	0,099
Parents attention	0,034	0,030	0,074	1,163	0,246

Table 3 above is the result of the regression analysis. Furthermore, a correlation test was carried out whose results are shown in Table 4. From the output, online games and parental attention have a feeble influence on social skills, with a contribution of 0.016 or 1.6% to a student's social skills. In contrast, the remaining 98 .4% of students' social skills are influenced by other factors.

Table 4. Correlation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,127[a]	0,016	0,008	2,803	2,121

a. Predictors: (Constant), Parental attention, Online games

b. Dependent Variable: Social skills

Furthermore, it is shown that partially the correlation between online games and parental attention can be shown in table 4 below.

Table 5. Partial Correlation Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,104[a]	0,011	0,007	2,805	2,136

a. Predictors: (Constant), Online games

b. Dependent Variable: Social skills

From table 5 above, it is shown that the output can stated that online games have a feeble effect on social skills, with a contribution of 0.011 or 1.1% to a student's social skills. In comparison, the remaining 98.9% of students' social skills are influenced by other factors. The last part is the analysis of parents' attention to social skills. The calculation results are shown in table 6 below.

Table 6. Correlation Test Results from Part Three

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0,071[a]	0,005	0,001	2,813	2,152

a. Predictors: (Constant), parental attention

b. Dependent Variable: Social skills

From table 6 above, it can be stated that parental attention has a very weak influence on social skills with a contribution of 0.005 or 0.5% of a student's social skills, while the remaining 99.5% of students' social skills are influenced by other factors.

CONCLUSION

Based on the results and discussion above, it can be concluded that: First, online games have a feeble influence on social skills, with a contribution of 0.011 or 1.1% of a student's social skills, while another factor influences the remaining 98.9% of students' social skills. Second, parental attention has a feeble influence on social skills, contributing to 0.005 or 0.5% of a student's social skills. In comparison, the remaining 99.5% of students' social skills are influenced by other factors. Third, online games and parental attention have a feeble effect on social skills, contributing to 0.016 or 1.6% of a student's social skills. In comparison, the remaining 98.4% of students' social skills are influenced by other factors.

Thus, based on the above conclusions, where the influence of online games on social skills is weak, the influence of parental attention given to social skills is weak, and the influence exerted by the intensity of playing online games and parental attention to social skills is also weak, then researchers provide suggestions for further research. This research is to explore other variables that have a strong influence on social skills.

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