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Analysis of the Development of the Psychology of Religion About Online Game Addiction in Students at The Elementary School Level

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Abstract

The characteristics of a person's development vary, depending on the factors that influence a person's story. The developmental aspects of school-age children differ from those of adolescents and adulthood. This study aims to determine the psychological development of children at the elementary level addicted to online games. This research is classified as qualitative research with a field *research approach* and data collection techniques obtained from observation, questionnaires, and documentation. Data sources were acquired from students and counseling teachers in class V at SDN Natah Wetan . The data analysis technique uses data triangulation, including data collection (*data collecting*), data reduction (*data reducing*), data presentation (*data displaying*), and *conclusion* . The results of this study state that the characteristics of the development of school-age children include cognitive, physical, language, social, and emotional aspects. Many factors affect development that will cause problems in development. These factors include genetic factors and environmental factors. The process of developing these four aspects sometimes needs fixing.

Keywords: Psychology of Religion; Online game; Elementary school, genetics, environment.

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Introduction

The increasingly sophisticated information technology development creates new products to facilitate human activities (Radino et al., 2021) . These products include televisions, computers, laptops, mobile phones, and the Internet. Today, almost the average person has these information technology products. Information technology products are very influential in people's lives, especially among school children. One of the information technology products that is very influential for students to get information is the internet; the internet also provides a lot of entertainment, including online games (Marzuki et al., 2021) .

Online games have developed rapidly, and until now, online games have become a trend (Kistoro, 2021). Enthusiasm is not only among adults; children are now the most prominent enthusiasts and users. With this, elementary school students will be easily influenced by online games because, according to Hurlock (1978), elementary school-age children, especially children aged 10-11 years, are individuals who understand more quickly and like to play, move, and like games.

New online game user data released by Newzoo (Global Games Market Report) in 2018 shows that the number of online game users in the world is 2.3 billion, then online game users in the Asia Pacific region are 1.2 billion or 50% of the total population of online game users in the world, and in Indonesia alone, the number of online game users reaches 82 million people, even Indonesia is currently ranked 17th in the world by revenue through online games (Warman et al . , 2018)

In the case of online game addiction in Indonesia, elementary school students skipped school for four months because they were addicted to playing games. A grade 5 student at SDN Banjarpanjang, Magetan Regency, has missed school for 4 months because he is addicted to online games. AN

sleeps at 5 am every day and wakes up at 4 pm. In the afternoon until just before dawn, AN played online games.

Three children in Semarang are being treated for addiction to playing games. Amino Gondohutomo Hospital Psychiatrist Hesti Anggriani said three children whose average age was nine years old had to undergo therapy because of game addiction. "Two patients are addicted to or addicted to games. The other is diagnosed with a mental disorder because he keeps playing games," said Hesti when confirmed Saturday (19/10/2019). According to him, one of the patients who must be treated can spend as long as 8 hours playing games. "If he is addicted to games, he spends more than 8 hours daily. Every day he keeps repeating the routine, not just for refreshing or recreation," he said.

Based on the statement put forward by HQ, the negative impact is that the subject misappropriated tuition fees that should have been paid for the benefit of the school but were used to play online games. Things like this can happen because students only prioritize online games over school interests, and the focus of the student's minds is only on online games. This shows that online games significantly influence gamers because online gameplay is set to provide convenience, comfort, and an increasingly challenging level of play that makes gamers feel at home for a long time in front of the computer to play online games .

The positive impact is based on AD's statement that online game addiction can increase enthusiasm for learning. This is due to the excellent control of the students themselves. This enthusiasm for learning can increase if students prioritize learning more than playing online games. Students only think that playing online games is only used as a reliever of stress, and boredom and to fill spare time, so that students' enthusiasm for learning will emerge even though the student is addicted to online games. In addition, with the parents' time management and awareness in

obedience to the schedule of activities that must be done, students have more life priorities, such as prioritizing the fulfillment of the plan of action made by parents and mutual agreement rather than playing online games. This makes online games a place for children to play and not a priority in children's lives.

Playing online games excessively can make someone addicted, especially students who like games. The dense and complex activity of playing online games in students causes this age group to be prone to experiencing symptoms of sleep disturbances, one of which is insomnia. Insomnia is difficulty initiating and maintaining sleep so that a person cannot meet adequate sleep needs, both in quality and quantity (Berman & Snyder, 2012).

On Monday 12-02-2023 Principal M, SD Negeri Natah Wetan stated, "almost the average students play games, both male and female students. In the afternoon, some students come to school to find wifi to play games on their cellphones; even at school, students are still discussing the game played with their friends. Some of the students during class hours slept in class because they played games until late at night. Some students are willing not to have snacks at school, not that their parents do not give them pocket money. But they save the money to *top up* to buy *diamond* games."

Playing online games excessively can make users addicted and lead to new problems such as insomnia, especially for students, which raises the question, "Can addiction to playing online games cause insomnia so that it affects the psychology of religion in students."

Theoretical review

Game definition

Gaming applications already exist on Android *phones* used by teenagers. Some game applications on *cellphones* are *offline*, and some are *online* .

(Subandi et al., 2022) *Offline* gameplay is a game that can be used at any time, while *online* gameplay is a game that can be used when *the cellphone* is connected to the internet network. In playing games, elementary school-aged children will be more interested in playing games online *because* there are many additional features they can use, such as more levels, accessories, and more opponents in playing games.

Karuniasari stated that online games are a technology that is combined with how to play, and also this is a mechanism to connect one player and another so that they can play together, rather than a specific pattern in a game. (Karuniasari et al., 2017)

The role of the Psychology of Religion in child development

Ernest Harms stated that the child's religious development goes through three levels: *First , the Fairly Tale Stage* . This level begins in children aged 3-6 years. At this level, the concept of God is more influenced by fantasy and emotion. At this level of development, children live the idea of divinity according to their level of intellectual development. Life at this time is still heavily influenced by fantasy life, so in response to religion, children still use fantastic concepts covered by fairy tales that don't make sense. (Munita, 2021) *Second , The Realistic* (Realistic level) This level starts when the child enters elementary school. At this time, the idea of child divinity already reflected concepts based on reality (realist). (Faqih, 2022) This concept arises through religious institutions and religious teaching from other adults. (Bafadal, 2021) At this time, religious ideas in children are based on emotional encouragement so that they can give birth to the formalist concept of God. (Susanti et al., 2018) Based on that, at this time, children are interested in and happy with religious institutions that they see being managed by adults in their environment. *Third , The Realistic* (Level of Reality) At this level, children have the highest emotional sensitivity in line

with their age development. This individualistic religious concept is divided into three groups. (Adiningtiyas, 2017)

Method

This research is classified as qualitative research with a field approach (Sugiyono, 2016) . Data sources or participants were obtained from students and counseling teachers in class V SDN Natah Wetan , and data collection techniques were obtained from observation, questionnaires and documentation. The data analysis technique uses data triangulation, including data collection, reduction, presentation, and conclusion (Bariah & Marlina, 2019) . The work breakdown used to obtain the data is:

- 1) Questionnaire
- 2) Stationery
- 3) Mobile or Laptop

Questions included in the questionnaire :

Respondent data, including full name, date of birth, class, and school origin .

Table 1. Grid of interview questions

No	Question	Answer
1	The choices of online games that are often used by students consist of Free Fire, PUBG, Mobile Legends, Clash Of Clans, Subway Surfers, and Play Station.	
2	Time options for playing online games are: less than 1 hour, 3 hours, 5 hours, more than 6 hours a day	
3	Is playing games addicting? Choice of answers between yes and no .	

4	The choice of reasons to play the game for: a. Socialize with other people or friends b. Interests for tasks etc c. Playing online games is just looking for entertainment d. Others mentioned themselves	
5	Do you often experience insomnia or difficulty sleeping?	
6	Does playing online games cause you insomnia? Yes /no answer options	
7	How do you do to overcome insomnia or difficulty sleeping?	
8	Can online games interfere with learning? Choice of yes or no	
9	Does addiction to online games affect learning activities so that it impacts poor learning outcomes? Choice of yes or no	
10	Does playing online games keep you motivated and excited about school? Choice of yes or no	

How implementation works

Make a questionnaire that has been made using questionnaire paper at Natah Wetan State Elementary School for all levels of elementary school education and take a sample of approximately 25-40 students in a predetermined period which will later be used as data analysis to compile results and discussion in this scientific article.

Conclusion _

The conclusion is used to summarize the results and discussions presented in the form of pie chart statistics .

Results

Elementary School Learning Characteristics

The school-age period is the final phase of the developmental period where humans are still classified as school-age children, also known as middle and late childhood; it is during this period that children are most ready to learn. They want to create something, even try to be able to make something as good as possible, and want to be perfect in every way. (Pelawi, 2021)

At this time, the child lives most of his life at school, namely in elementary school. This period is also known as the consolidation period. The elementary school age period is often referred to as the intellectual period or the school harmony period. During this school harmony period, children were relatively easier to educate than before and after.

Cognitive Aspect

It includes changes in mindset development. The stages of individual cognitive development, according to Piaget, go through four steps including *First*, Sensorimotor (0 - 2 years), babies are born with a number of innate reflexes that encourage exploring their world. *Second*, in Pre-operational (2 - 7 years), children learn to use and represent objects with pictures and words. This stage of thought is more symbolic but does not involve operational thinking and is more selfish and intuitive than logical. *Third* is Concrete Operational (7 - 11), using adequate logic. This stage has understood logical operations with the help of concrete objects. *Fourth*, Formal Operations (12-15 years). the ability to think abstractly, reason logically, and conclude from available information. (SOFIYA, 2020)

According to Piaget, children in this concrete operational period have been able to realize conservation, namely the child's ability to deal with several different aspects simultaneously. This is because, at this time,

the child has developed three processes called operations: negation, reciprocation, and identity. (Adiningtiyas, 2017)

1. Negation (*Negation*). In the pre-operational period, the child only sees the initial and final states of a row of objects; at first, the conditions are the same, and in the end, the requirements become unequal. In the operational concrete period, the child understands what processes occur between the activities and understands the relationships between the two.
2. Reciprocal relationship (reciprocation). When the child sees how the rows of objects are changed, the child knows that the rows of things are getting longer but not tighter than the other rows. Because the child knows the reciprocal relationship between length and less dense or conversely less long but denser, the child also knows that the number of objects in the two rows is the same.
3. Identity. Children in the operational concrete age can recognize the objects in the rows one by one. Children can count, so even if things are moved, the child can know that the number will remain the same.

Physical Aspect

The physical development of elementary school students can include biological growth processes such as the growth of bones, muscles, and brains (Istiqomah and Suyadi, 2019; Fikriyah, 2021). At the age of 10 years, the height and weight will increase by approximately 3.5 kilograms for both girls and boys.

However, after children experience adolescence, with estimates starting at 12-13 years old, girls will develop faster than boys. The teacher must know several points regarding the physical development of students: *First* , elementary school students who have just entered first grade are children in a transitional period of rapid growth from early childhood to a

period of slightly slower growth. Therefore, the physical development of first graders is slower than in kindergarten. *Second*, male and female students have more or less the same size for students who are nine years old, but before students are nine years old, boys are taller and fatter than girls. *Third*, female students will experience a growth spurt at the end of fourth grade, seen from fuller arms and legs. *Fourth*, female students will have a higher stature, heavier body, and more muscular strength than male students at the end of fifth grade.

This is because male students will experience a growth spurt at the age of approximately eleven years. *Fifth*, in grade 5, female students will experience the highest climax phase of the growth process. At this time (age range 12-13 years), students will experience puberty marked by menstruation. For male students, they will experience puberty with an age range of 13-16 years, marked by the process of ejaculation. *Sixth*, puberty is the time when the physical development of a teenager begins. At this time, students who experience puberty will experience physiological changes that can reproduce.

Generally, every individual will experience the same sequence of puberty but has a different period and process. The puberty of female students is around 1.5-2 years faster than male students.

With this, it can be concluded that even though students have the same age, they will have different puberty.

Language Aspect

According to experts, language is a communication medium used to convey messages (opinions and feelings) using mutually agreed symbols; then, words are arranged in sequence to form meaningful sentences and follow the rules or grammar that apply in a community or society.

(Sinolungan, 1997; Semiawan, 1998). Lenneberg, one of the well-known language learning theorists (1996), said that language development depends on biological brain maturation.

Meanwhile, Tarigan (2009) describes language development into several stages, namely the first pre-perambulation (pre-linguistic) stage and the second pre-browsing (pre-linguistic) stage. In the first groping stage, babies cry, coo, grunt, squeal, and laugh during the early months of life. They produce every kind of sound that is possible. The second browsing stage is also called the nonsense or meaningless words stage. The beginning of this second palpable stage usually begins during the first two years of life. Children produce a word that can be recognized but act as if organizing their speech according to syllable patterns. By mastering the skills of reading and communicating with others, children are fond of reading or listening to critical stories. At this time, the child's level of thinking is more advanced; he asks a lot about time and consequences. Therefore, the question word he used was initially just "what"; now, it is followed by the questions "where," "where," "where," and "why."

Social Aspect

This social development is the attainment of maturity in social relationships or interactions. Social development in SD/MI-aged children is marked by an expansion of relationships, apart from family members and with peers (*peer groups*), so the space for social relations expands. At this age, children begin to have the ability to adapt from a self-centered attitude (egocentric) to a cooperative attitude or sociocentric attitude (willing to pay attention to the interests of others).

Children begin to be interested in peer activities, and their desire to be accepted as a member of a group (gang) increases, and they feel unhappy

when their group does not take them. aspects of social development, individual social development is marked by attaining maturity in social interaction, getting along, and adapting to his environment and group norms (Retno Pangestuti, 2013).

Robinson A (1981) defines socialization as a process that guides children toward developing a social personality to become responsible members of society. A person's social development is strongly influenced by the social environment in which he is located, family, peers, teachers, and the surrounding community.

Emotional Aspect

Retno (2013) states emotion is an intense feeling directed at a person or an event. Various emotions can consist of feeling happy about something, angry at someone, or afraid of something. Most experts believe that emotions pass more quickly than moods. For example, if someone is being rude, people will feel angry. Regarding the factors that influence the emotional development of students, several studies on children's emotions show that their emotional development depends on maturity and learning factors (Hurlock in Retno, 2002).

Table 1. Data on the Development of Child Religion Psychology.

Language and social aspects	Cognitive and Physical	Emotional
Influenced by the environment	bone	Intense feeling
Using symbols	muscle	Be rude
peer groups	brain	Feeling angry

Conclusion

Based on the description above, the characteristics of a person's development vary, depending on the factors that influence it. The

developmental aspects of school-age children differ from those of adolescents and adults. Characteristics of the development of school-age children include cognitive, physical, language, social, and emotional aspects. Many factors affect development that will cause problems in development. These factors include genetic factors and environmental factors. The process of developing these four aspects sometimes needs fixing.

Educators are required to understand the characteristics of students because understanding the elements of students will make it easier for educators to determine objectives, methods, learning media, and subject matter that can be used to facilitate the teaching and learning process. Getting to know or knowing a child is character must be done by a teacher/teacher. By understanding the nature of students, the teacher can guide and direct students so that learning activities will run well and get good results too.

Declaration

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