



The negative impact of free-fire online game addiction in elementary schools

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Article info	Abstract
Keywords: adverse impact, online games, free-fire	The attitude of addiction or addiction to online games is one attitude that will hurt its users. The negative impact of playing online games can be seen in several aspects, such as health, psychological, academic, social, and financial aspects. This study aims to describe the negative impacts of the excessive use of free-fire online games and the teachers' efforts to overcome this addictive attitude. This research uses a case study approach and a type of qualitative research. A case study is research used to explore a particular phenomenon (case) at one time and collect in-depth information with various procedures. Data collection methods are observation, interviews, and documentation. The data validity in this study uses the triangulation technique, and the data analysis used is the Miles and Huberman interactive model. The results of the study show that, in reality, on the ground, playing free-fire online games without excessive control will cause several negative impacts, including: causing addiction, speaking rudely and dirty, neglecting real-world activities, and inability to socialize. Meanwhile, the efforts made by teachers to overcome addiction to online free-fire games are to provide advice and build exemplary communication with parents.

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1. Introduction

The growth of science and technology has played an essential role in the history of human civilization. Technology is rapidly evolving in today's society and can significantly influence children's development. The consequences of the development of science and technology affect not only aspects of science but also all aspects of life, including electronic technology creation. As a result, social media digital applications that we usually use and online game applications, or what is generally called online games, began to appear.

According to (Adiningtiyas, 2017), Online games are games that can be played over the internet via a computer network and are usually played simultaneously by multiple players on a PC or standard game console. Meanwhile, according to (Surbakti, 2017), an online game is a video game connected to a computer via the internet or called a video game. Some people consider playing games as an activity to entertain themselves from boredom. Elementary school is a stage of childhood that spends time playing with peers. This aligns with the theory from Piaget (in Indrawati, 2019) that "play is an activity

that is carried out repeatedly to obtain pleasure." The theory asserts that children are happier when they spend their free time playing games, and one of the games is online gaming. Online game users no longer look at ages ranging from adults to teenagers, even students still in elementary school (SD). Therefore, it is common for elementary school students to be seen busy playing online games through cellphones or gadgets. One of the online games favored by elementary school students is Free Fire.

Based on the results of preliminary interviews with the head teacher on March 6, 2023, the number of students in class IVA SDN 151 Pekanbaru who are addicted to playing Free Fire online games is four people. All four students have poor learning outcomes at school. These four students became lazy and less interested in learning, often sleepy when participating in learning, found it challenging to collect assignments given by the teacher, and usually said impolite words at school. Based on the results of a meeting with student guardians, it is known that the four students are very addicted to playing free-fire online games. They can play the game for hours until they neglect other activities at home. Their preference to play games is more significant than doing different activities, making them difficult to control.

The above problems follow the problems raised by Amirah (2017); he said that students addicted to free-fire online games could have negative impacts, such as lack of interest in learning, laziness in doing assignments, and difficulty understanding learning. Furthermore, the problems found (Hamudani, 2022) are that children who are addicted to free-fire online games have several unfavorable impacts, such as neglecting other activities such as studying, eating, and reciting the Koran to using harsh language to communicate. So, it can be concluded that playing free-fire online games excessively and uncontrollably can hurt student development, especially at the level of elementary school students. Based on the problems found, the purpose of this study is to describe the negative impact of addiction to Free Fire online games in elementary schools and describe the efforts made by teachers to overcome the adverse effects of addiction to Free Fire online games in elementary schools.

2. Literature Review

Online games are a type of individual or group game played using a computer or cellphone with an internet connection. According to Pebrianti (2021), online games are defined as games that are connected via an internet network and can be played on a computer (PC), laptop, smartphone, or other device. Many people can play online games, and they come in various types, from text-based to graphics-based. Online gaming will impact its users, and the effect can be in the form of negative and positive impacts. The negative and positive effects of online games arise according to the use of the game user; if the game is played continuously without stopping, it will certainly have an unfavorable impact on its users, such as addiction or addiction.

Online gaming addiction is an individual condition that cannot be separated from the activity of playing games. This condition is characterized by an individual's state of playing the same game continuously over a long period. According to Grant (in Ildil et al., 2018), the definition of online game addiction or addiction means that a player excessively plays the game as if there is nothing to do and considers this game to be his life and has a bad influence on the player. Individuals who have an addiction to online games will have an attitude or characteristics that mark the symptoms of addiction. Yee (in Wiguna & Herdiyanto, 2018) describes the characteristics of online game addiction as follows: (1) anxiety, frustration, and anger when losing a game; (2) feeling guilty when not playing games; (3) continuing to play even though they do not enjoy it anymore; and (4) the onset of financial problems.

Free fire game is the top accessible mobile survival shooting game. Free Fire is a multiplayer war game that can be played alone, with a partner, or in squads of up to four players. According to Fanizat (in Murjana, 2022), a fire game is a battle royale game that combines complexity with action and

adventure. Players can choose their preferred character, weapon, and setting depending on their skill level, and since everything is connected to the internet, they can play the game simultaneously.

The free-fire game has gameplay that allows us to survive the enemy. This is a survival game where each player will try to be the winner by attacking and defending himself from the enemy. According to Yamin and Ramadhani (2021), a free-fire online game is a survival shooter game that gathers 50 players on one large map. Each player must buy from the others; the winner is the only one who survives. There are three game modes: solo, where you play alone to achieve perfection; duo, where you play with one or two other people. In addition, squad mode is performed in groups of no more than four people. Free-fire gameplay is often a favorite for teenagers, and elementary school students are no exception. This free-fire game, if not controlled or limited, will cause addiction in students so that it can hurt the students themselves.

According to Reymond et al. (2020), the impact of online game addiction is divided into two aspects, namely positive and negative impacts. The positive effect of online game addiction is that children will be competent in English because, generally, in online games, the language feature is English. Furthermore, children will be proficient in playing with computers, which will add to their knowledge. Meanwhile, the negative impacts are children's declining health, lack of learning concentration, absence of social interaction, and declining academic achievement. Online game addiction will have an unfavorable effect on you and can harm you. Meanwhile, according to Novrialdy (2019), online game addiction can have a negative impact or danger for individuals who experience it. According to him, the effect that will arise consists of 5 aspects: health, psychological, academic, social, and financial.

3. Method

The authors used a case study approach and qualitative research type. A case study is research used to explore a particular phenomenon (case) and simultaneously collect in-depth information with various procedures (case). Qualitative research is the study of phenomena related to the subject's experience, such as behavior, perception, motivation, behavior, etc., through descriptions in verbal and linguistic form in a particular context.

This research occurred at SDN 151 Pekanbaru, located in *Jl. Wonosari, Tangkerang Tengah, Kecamatan Marpoyan Damai*. The reason for choosing this research place is because of the problems found, and similar research has never been carried out at this location. Research data processing involves data analysis, the process of collecting and systematically organizing data, such as interviews, and summarizing them in a way that is easy to understand. The data collection instruments used are observation guidelines, interview guidelines, and research documentation. In collecting data for this research, the triangulation method was used to obtain the required data that can be tested. The triangulation used is source triangulation, which emphasizes research data from various sources, triangulation techniques, namely how to test data with several different methods such as observation, interviews, documentation, and time triangulation, namely testing the validity of data in various conditions or situations.

The data sources in this study are divided into primary and secondary. Primary sources are sources that directly provide data to researchers. In this study, there were 4 class IV A SDN 151 Pekanbaru students and one teacher, namely the head of class IVA. Four students as primary sources were selected based on the criteria, namely the excessive addiction to free-fire games. Secondary data sources are data that are documentation studies in the form of reviewing documents and references that can support research. Secondary data sources in this study come from supporting books and journal references. The procedure in this research starts from the problem identification stage, conducting a literature review, determining research objectives, collecting data, analyzing data, and finally, the reporting stage. To analyze the research data using the Miles and Huberman interactive model, which has the following stages:

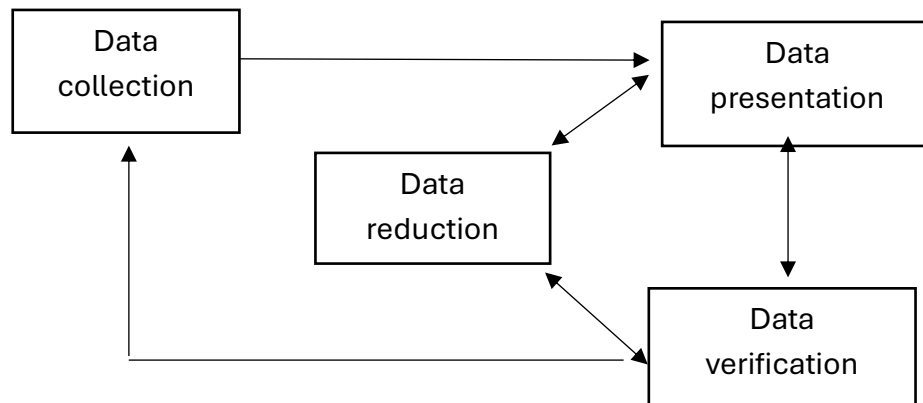


Figure 1. The data analysis stage is Miles and Huberman (Wanto, 2017).

4. Results and Discussion

The research results analyzing the negative impact of free-fire online games include the adverse effects caused by the game and the teacher's efforts to overcome students' addiction to free-fire games. Based on the results of research obtained from observations, interviews, and documentation of class IV students of SDN 151 Pekanbaru and their guardians, it is known that there are indeed four students who are addicted to playing free fire games, namely SY, F, AD, and DS. The research results can be described as follows:

4.1 The negative impact of free fire online game

4.1.1 Causing addiction

Based on the results of the research conducted, it is known that free-fire online games can cause addiction in students. This is evidenced by the results of interviews conducted with four students, namely SY, F, AD, and DS. They stated that they play the free-fire game for more than three hours a day; they also said that when they do not play games for half a day, they will feel anxious, so the need to play this free-fire game continues to increase. One student named DS said that the free-fire game is fun, and when he feels stressed, this free-fire game keeps him entertained. From this statement, it can be concluded that free-fire games that are played uncontrollably and excessively will lead to an addictive attitude so that people who play this game will feel bound and have a desire always to want to play it and make free fire games their main priority compared to other activities. According to (Rafiqi and Muhith, 2020), free-fire online games can cause addiction (addiction) when individuals are unable to control themselves and limit playing the game. Someone who has been addicted will always play games and forget about daily activities, which will hurt themselves. Meanwhile, Azhar (2021) said that one of the negative impacts of playing free-fire online games is an addictive attitude. From the explanation above, it can be concluded that the attitude of addiction (addiction) has a negative impact that will be caused when students play free-fire online games excessively and unlimitedly.

4.1.2 Speaking rudely and foully

Students think that games can challenge their ability to play the game and complete the mission in the game. This assumption makes students obsessed, so they feel the battle's atmosphere like an actual event. When students fail to win the game, it will lead to peak emotions that will trigger the pronunciation of words that are less polite in language ethics. This free-fire online game also connects people from different regional environments, so the use of coarse language that is not good can also be caused by this. From the results of interviews with the fourth-grade teacher, Mrs. HM, she said that three students out of 4 addicted to playing free fire games often used impolite language when interacting with their friends in class, such as mocking, cursing, and making fun of others. This is a frequent occurrence, so Mrs. HM, as the homeroom teacher, must be responsive in handling the

behavior of these students so that it does not become a habit. This was also seen during observations made by researchers where SY and DS students used harsh words when communicating in class with their friends. According to Khairunisa., et al. (2022), fire games can cause children and adolescents to speak harshly and dirty; this is because this game allows players to communicate with friends from outside their area and even abroad who have a variety of different traits, attitudes, and morals. So, if someone cannot filter each person's words, they can imitate and apply them in real life.

Meanwhile, Amirah (2021) conveyed that one of the negative impacts of addiction to free-fire online games is the use of coarse and foul language. Based on this, it can be concluded that the free-fire online game can trigger students to use coarse and foul language in their daily lives; this is caused by unstable emotions due to experiencing defeat in the game and being influenced by the communication established with their opponents.

4.1.3 Neglect of real-world activities

Based on the results of observations and interviews that have been conducted, it is known that students who are addicted to playing free-fire online games tend to neglect their activities in real life and only focus on playing free-fire games. Mrs. HM said that the four students, SY, F, AD, and DS, did have scores that tended to be low during the learning process compared to their classmates; they also often neglected the work given. Of course, this will hurt students' academic achievement. Mrs. HM also said that she had communicated with the student's parents, and indeed, one of the factors causing this was that students were more concerned with playing games than learning and completing the assignments given. This was also proven and supported by data during observations where the four students were often unfocused and in a lazy sitting position when listening to explanations from the teacher; they also did not complete the exercises the teacher gave. According to (Hidayat and Azis, 2022), playing online games excessively will cause players to get caught up in harmful habits, so they plunge and spend their time playing games alone. Time that should be ideal for studying school subjects is often used to complete level after level in the game. Furthermore, according to (Ismi and Akmal, 2020), online games can hurt students, one of which is making players forget about time. Online games give players sensations and challenges, so they forget time to study and cannot control themselves while playing; so much time is missed just for playing games.

4.1.4 Inability to socialize

One of the other negative impacts when students are addicted to playing free-fire online games is the lack of ability to socialize. Addicted students will prefer to play games rather than interact with friends their age. Of course, this will make students a person who prefers to be alone, introverted, and unable to get along. At the age of elementary school, students should be at the age level to develop, make friends, and express their ideas. Meanwhile, students who are already addicted will prefer to be alone and close and consider the game as their friend. Based on the results of interviews conducted with SY, F, AD, and DS, it is known that they prefer to play games rather than play with their friends. They said that it was more fun to play games than to play outside and interact with friends. Of course, this is a negative impact caused by the attitude of addiction (addiction); students already have an attitude of not wanting to socialize, which attitude will undoubtedly harm them. This is also evidenced by observation data where these students, during recess, prefer to stay in class rather than interact with their friends; they are also seen chatting frequently, only discussing free-fire games. According to Sidqi et al. (2022), When students are addicted to playing online games, it will hurt them, one of which is the inability to socialize. This is because students prefer to play games rather than interact with their friends, so later, it will make students unable to socialize with others.

4.2 Teacher's efforts to overcome addiction to free fire online games

Based on the results of the study, there are several efforts made by teachers to be able to reduce students' addiction to playing free-fire online games, which are described as follows:

4.2.1 Giving advice and motivation

Giving advice and motivation to students addicted to games is an effort made by the teacher so that students can reduce their time playing games. Teachers provide views to students so that students know that their actions are not good and can harm themselves. Some of the tips teachers use include warning students to play on phones according to a schedule agreed upon with parents and giving challenges to students not to play on phones for 1 day. Teachers are always ready to warn if students have often committed violations, misbehaved, and neglected the assignments. When some students violate the rules, the teacher will impose sanctions if student behavior occurs repeatedly. This is done so that students have the awareness to be able to reduce their addiction to playing cell phones and playing online games, especially this free-fire online game.

4.2.2 Good communication with parents

Education will run smoothly with good communication from the school and parents. Students already addicted to playing free-fire online games certainly need more supervision from the school and family environment. Teachers and parents must communicate well to monitor the child's development process. Parents must also contribute and be firm if they want to reduce children's addiction to playing this online game. Teachers must always provide information to parents on the child's development and condition when studying at school. This is done so that communication is well established between the school and the family so that maximum steps can be determined to overcome children's addiction to playing free-fire online games. According to Kardina (2020), the role of parents can also minimize children's addiction to playing online games, namely by supervising children, communicating with schools, limiting playing time, and avoiding games with high levels of addiction.

5. Conclusion and Implications

Based on the results of the description of the research results and discussion above, it can be concluded that the negative impact of addiction to free-fire online games in elementary schools includes causing an addictive attitude (addiction), speaking harshly and dirty, neglecting real-world activities and the inability to socialize with the surrounding environment. Furthermore, efforts that can be made by teachers to overcome addiction to free-fire online games in elementary schools are to provide advice and motivation and establish good communication with parents to see student development both in the school environment and the family environment so that they can determine the proper steps to minimize student addiction to playing free Fire online games. Some suggestions that the author can give are as follows:

- a) Students are encouraged to limit their use of mobile phones, particularly when engaging in online gaming. Those who exhibit addictive behavior towards such technology may experience a range of negative consequences.
- b) Educators should consistently offer enhanced supervision and incorporate technology-based learning methods to foster student interest and engagement in the educational process.
- c) Parents are urged to adopt a more assertive approach in establishing regulations regarding mobile phone usage among their children.

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