

## **Theoretical Review of the Relationship between Internal and External Support and Addiction Online Games for Children**

### **Tinjauan Teoritis Hubungan Dukungan Internal dan Eksternal dengan Kecanduan Game Online pada Anak**

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#### **Abstract**

The advent of information and communication technology has significantly changed children's daily lives, with 84.71% of students accessing the internet. While urban areas show higher rates of internet usage (89.47%) compared to rural areas (77.78%), mobile phones dominate as the primary means of internet access. This increased connectivity has resulted in the growing popularity of gaming, which, while entertaining, is associated with negative impacts such as addiction, mental disorders, and decreased physical health and academic performance. Studies show that almost all early adolescents play game online daily, with approximately 7% playing for more than 30 hours per week, raising concerns about their well-being. Two key factors influencing addiction include self-esteem and emotional regulation; children with low self-esteem are more likely to seek validation through gaming. Effective stress management is also crucial in combating addictive behavior, as children experiencing stress are more susceptible to gaming addiction. Support systems play a crucial role in mitigating these challenges, encompassing internal mechanisms such as self-esteem and emotional resilience, as well as external influences from family, peers, and the educational environment. Families can set limits and provide alternatives to gaming, while schools can educate and implement policies to prevent addiction. Collaborative and supportive relationships, both at home and at school, can help children maintain a healthier balance with technology, ensuring that dare games serve as entertainment and not a harmful addiction. Collectively addressing these issues can provide valuable insights for practitioners, parents, and educators in developing effective interventions for children at risk of dare game addiction

**Keywords:** *Online Game Addiction; Internal Support; External Support.*

#### **Abstrak**

Munculnya informasi teknologi dan komunikasi telah mengubah kehidupan sehari-hari anak-anak secara signifikan, dengan 84,71% siswa mengakses internet. Sementara wilayah perkotaan menunjukkan tingkat penggunaan internet yang lebih tinggi (89,47%) dibandingkan dengan wilayah pedesaan (77,78%), telepon seluler mendominasi sebagai sarana utama akses berani. Peningkatan konektivitas ini mengakibatkan semakin populernya permainan berani, yang meskipun menghibur, dikaitkan dengan dampak negatif seperti Kecanduan, gangguan mental, dan penurunan kesehatan fisik serta prestasi akademik. Studi menunjukkan bahwa hampir remaja awal bermain *game online* setiap hari, dengan sekitar 7% bermain selama lebih dari 30 jam per minggu, sehingga menimbulkan kekhawatiran tentang kesejahteraan mereka. Dua faktor utama yang mempengaruhi kecanduan meliputi harga diri dan pengaturan emosi; anak-anak dengan harga rendah lebih cenderung mencari validasi melalui permainan. Manajemen stres yang efektif juga penting dalam memerangi perilaku adiktif, karena anak-anak yang mengalami stres lebih rentan terhadap ketergantungan pada permainan. Sistem pendukung memainkan peran penting dalam mengurangi tantangan ini, meliputi mekanisme internal seperti harga diri dan ketahanan emosional, serta pengaruh eksternal dari keluarga, teman sebaya, dan lingkungan pendidikan. Keluarga dapat menetapkan batasan dan menyediakan alternatif selain bermain game, sementara sekolah dapat mendidik dan menerapkan kebijakan untuk mencegah Kecanduan. Hubungan yang kolaboratif dan suportif, baik di rumah maupun di sekolah, dapat membantu anak-anak menjaga keseimbangan yang lebih sehat dengan teknologi, memastikan bahwa permainan dare berfungsi sebagai hiburan dan bukan kecanduan yang merugikan. Menyertakan masalah ini secara kolektif dapat memberikan wawasan berharga bagi praktisi, orang tua, dan pendidik dalam mengembangkan intervensi efektif bagi anak-anak yang berisiko kecanduan game.

**Kata kunci:** *Adiktif Game Online; Dukungan Internal; Dukungan Eksternal*

## INTRODUCTION

Advances in information and communication technology have brought many changes in daily life, including among children. According to data, 84.71% of students reported that they had accessed the internet. This trend is seen well in the areas both urban and rural areas, with 89.47% of students in urban areas and 77.78% of students in rural areas. Rural areas have used the internet. Mobile phones also play an important role as a means of internet access. Between 2021 and 2022, mobile phones became the most dominant medium for access the internet, with 98.70% of users in 2021 and 98.44% in 2022 (BPS, 2022). One of the most popular forms of entertainment in the use of information technology and communication is online games. However, online games often cause addiction, which have a negative impact on children, such as mental disorders, decreased physical health, wasted time, and decreased academic performance. According to the World Health Organization (WHO) in Halodoc (2021), game addiction is categorized as a mental disorder. Mental disorders are health conditions that affect the way a person thinks, feels, behavior, mood, or a combination of these. This condition can be temporary or permanent. chronic and can range from mild to severe, affecting a person's ability to carry out daily life, including social activities, work, and relationships family (Ministry of Health, Directorate General of Health Services, 2022).

Mark Griffiths in Ikbal, Wikanengsih, & Septian (2021), a video addiction expert game from Nottingham Trent University in America, revealed that in According to his research, almost a third of early adolescents play games every day. Worryingly, about 7% of them play at least 30 hours per week. The impact long term effects of this activity that takes more than 30 hours per week are very significant, especially on the educational, health, and social development of adolescents. Games that has become a multi-billion dollar industry that is now in demand by various groups, both men and women. Both men and women, from children to adults Gripon and Bkular in Soehartono (2016) explain that addiction or dependency is a condition that involves interaction between psychological and sometimes physical aspects of a living organism with a drug. This is characterized by behavioral responses and other reactions that includes the need for continuous or periodic use of medication for to experience certain psychological effects, and sometimes to avoid discomfort due to the absence of the drug. Meanwhile, Hatimah & Hamid (2023) stated that Addiction is a condition of physical and mental dependence on a substance. Things that cause behavioral changes in individuals who experience them. In these conditions in this case, there is an urge within oneself to continue using it in high doses. Increases, especially after psychological and physical dependence is formed, as well as difficulty to reduce or stop use despite strong efforts.

Irawan & Siska W. (2021) explain that online games are a type of game that occurs in a virtual environment, often played through a computer device such as a PC or laptop, and utilizes an internet connection to allow players from different locations different people can play together simultaneously in the same game. Game addiction online is when a person becomes so dependent on online games that feel the need to play constantly, which ultimately has a negative impact on physical and mental condition mental (Asri, Saman, & Umar, 2022). Online game addiction in children requires attention. Internal and external support is needed. External treatment for children addicted to online games can be a step in handling children online game addicts. Different from children who are not online game addicts. Children who are not online game addicts also need internal and external support, but children who are addicted to online games. Not being an online game addict is easier to manage. This is very important explanations of research results and expert studies are carried out in order to provide good picture and knowledge for practitioners, parents, children, teachers and the community.

Internal support is support that comes from within the individual. This aspect includes self-esteem, emotional regulation, and stress management (Amin, 2020; Lusi Juliana Manalu & Indri Kemala, 2020; Najah, 2023). Children who have high self-esteem tend to be more low levels of online gaming addiction. Furthermore, emotional regulation can be controlled too can provide balance in playing online games. Likewise, the management stress, the more you can manage stress, the less likely you are to play games excessively can be compressed.

External support also has an influence on children who are addicted to online games, because there is external support such as family support, peer support, and school environmental support can reduce online game addiction in children (Adiva Fira Elvadari, 2023; Jannah, Mudjiran, & Nirwana,

2015; Pranata Zakiy, 2023; Rahayuningrum, Putit, & Erwina, 2019). Usually children who are addicted to online games tend to be lonely, have anxiety, and there is no attention from the outside (Asri et al., 2022). On the other hand, internal and external support also applies to children who are not online game addiction. Internal and external support for children to avoid game addiction online games have a relationship, but children who are not addicted to online games are different in handle it. Usually children who are not addicted to online games can control themselves and externally in carrying out other activities (Asri et al., 2022; Novrialdy, 2019).

## RESEARCH METHODS

This research is a literature review research that focuses on the theme of seeking differences in internal and external support for children who are addicted and not addicted to online games. Literature review plays an important role in research, as it involves collecting and evaluation of information sources relevant to the topic being researched. With conducting a literature review, the author can gain a comprehensive understanding about the context and needs of the research. The data collection techniques used are by collecting secondary data from previously existing research and books which has relevance. Data analysis uses the approach of Miles and Hubberman.

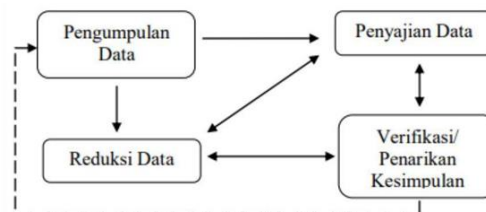


Figure 1 Miles and Huberman's Analysis Approach (Sugiyono, 2020)

## RESEARCH RESULTS AND DISCUSSION

### Overview of Children Addicted to Online Games

Online game addiction or dependency is a condition in which a person experiences excessive dependence on online games, making it difficult to break away from the activity. Individuals who experience this addiction tend to feel uncomfortable if they don't play online games for a few hours. Online game addiction is impulse control disorder characterized by excessive and abnormal use in playing games, makes it difficult for individuals to interact and has the potential to cause negative physical and psychological impacts (Abdi & Karneli, 2020; Suplig, 2017; Susanti, Fitri, & Arjuna, 2023; Zahra, 2022).

There are 4 stages of online game addiction, namely (Anggraeni, Agustiani, & Ninin, 2021; Ilhamsyah, 2022):



Starting with a desire for recreation or entertainment in gaming, children can control themselves and stop playing online games. When they reach the second stage, Children who are addicted to playing games feel the excitement. When there is a little boredom, children switch to playing online games. When playing online games for too long, children still receive reprimands from those around him and can stop playing the game. The third stage, when playing online games, children tend to have difficulty controlling themselves. They always take the opportunity to play online games. Warnings from those around him are still heard, but more often ignored. In the fourth stage, children who play online games become more serious. Communication is difficult and always easily angered. His activities are always playing games and forgetting other activities. quality and the quantity of children has decreased significantly.

Criteria for measuring someone's gaming addiction that have been found in several studies, namely: *preoccupation* (continuous thoughts about play), *tolerance* (increase in time or intensity of play required to feel the same satisfaction), *loss of control* (difficulty controlling playing behavior), *withdrawal* (physical or emotional symptoms when trying to reduce playing), *escape* (using play as an escape from stress), *deception* (manipulative behavior related to by playing), and *disregard family/school disruption* (negative impact on relationships family or academic performance) (Fiscarina, Soetikno, & Idulfilastri, 2020; Pontes & Griffiths, 2015).

### **The Relationship Between Self- Esteem and Children Addicted to Online Games and Children Non Addictive Online Games**

Children who are addicted to online games usually have low self-esteem tend to be more susceptible to online game addiction. Children who are addicted to online games can spend excessive time in the virtual world because of seeking recognition and appreciation that is felt to be lacking in real life. So, looking for a way in the world of online games which are considered safer and more satisfying (Nuzuli et al., 2023).

Meanwhile, children with higher self-esteem tend to be more capable. manage time wisely and have other interests and activities that give satisfaction and recognition. Children who are not addicted to online games may be more selective in use of technology and not rely too much on online games to get validation or self-satisfaction. According to Amin's research (2020), it explains that a person. Those who have higher self-esteem tend to appreciate their lives more and can recognize their mistakes. The higher a child's self-esteem, the lower the likelihood of addiction. Based on the explanation above, self-esteem plays an important role in a person's tendency towards online gaming addiction. Children with low self-esteem higher have a lower chance of falling into addictive behavior patterns online games compared to those with low self-esteem.

### **The Relationship Between Emotional Regulation and Children Addicted to Online Games and Children Are Not Addicted to Online Games**

Children who are addicted to online games often have difficulty managing their time emotions. They tend to use games as a tool to escape stress or emotional stress they face. This can make children less able overcome frustration or disappointment when playing games. As a result, they often get stuck in excessive playing patterns, seeking temporary comfort or happiness that given by the game. On the other hand, children who are not addicted to online games usually have the ability who are better at managing children's emotions. Children who are not addicted to online games have other ways to deal with stress or frustration without having to rely on games as an escape. For example, hobbies or social activities that help children stay balanced emotionally.

Najah (2023) provided the results of his research that emotional regulation can influence Children are addicted to online games. The direction of the correlation has a positive value, which indicates that both variables have a positive relationship. The more you can regulate your emotional rhythm, the more you can regulate your emotions tendency to online game addiction.

### **The Relationship between Stress Management (Coping Stress) and Children Addicted to Online Games and Children Are Not Addicted to Online Games**

Stress management plays an important role in determining whether a person will experience online gaming addiction. Children who are able to manage stress well tend to have the ability to control their behavior, including the tendency to play games excessively. Research has shown that individuals who have stress management strategies effective ones have a lower risk of developing an addiction to gaming online. Manalu & Kemala (2020) explained that the tendency to be addicted to online games can be done by controlling the problems faced.

On the other hand, individuals who are less effective at managing stress tend to seek escape from stress through fun and accessible activities, such as playing online games. Children may use games as a coping mechanism to reduce stress, but this can lead to potential dependency detrimental. Meanwhile, not everyone who experiences stress will develop addiction to online games, and not all individuals are effective in managing stress will be immune to such risks.

### **Family Relationships with Children Addicted to Online Games and Children Not Addicted to Games online**

Family support has the closest impact in managing children's behavior related to the use of online games, whether they tend to be addictive or not (Elvadari, 2023; Manalu & Kemala, 2020; Zakiy, 2023). One of the main ways that families can do this is by setting clear limits and rules regarding the time and duration of game play, so that it helps children understand the importance of balance between play time and other activities.

Open communication is also key in providing support, where families can create an environment where children feel comfortable talking about his experience in playing online games. In addition, providing emotional support that strong to the child helps to overcome the stress and anxiety that may arise related to game usage.

Families can help by providing healthy alternatives to distraction children's attention from online games, such as sports or art activities. Positive involvement family in a child's life, outside the gaming world, family also helps reduce children's dependence on games as the sole source of entertainment. Being a good example in the use of technology and time management can provide positive encouragement to children to imitate healthy habits. This is all are important steps in forming balanced and positive behavioral patterns regarding the use of online games for children.

### **Peer Relationships with Children Addicted to Online Games and Children Who Are Not Addicted Online game**

The role of peers can vary greatly depending on whether the child is experiencing addiction to playing online games or not. In both cases, communication and positive support from peers can have a significant impact in shaping children's behavior towards online games.

Peers who are mostly involved in addictive behavior tend to make children addicts feel that this behavior is normal and accepted in their environment. However, this will have an impact on children addicted to online games and will continue playing. online games. Peers who care and are aware of addiction issues can provide positive support by helping children recognize their problems and seek help. Friends peers, can be a good distraction by getting children involved in other activities that are healthier and more beneficial (Rahayuningrum et al., 2019).

Peers who are not too attached to online gaming can provide different normative influences. Peers can also support interests and activities in outside the world of online games, which can help children stay active in social activities and beneficial.

### **The Relationship between School Environment and Children Addicted to Online Games and Children Who Are Not Addictive Online Games**

Support from the school environment for children vulnerable to addiction online games cover several aspects. First, schools provide education to students and parents about the risks of addiction and how to overcome them. Second, schools implement strict policies regarding the use of electronic devices in schools and ensuring effective supervision. Schools can implement addiction prevention programs that are integrated into curriculum, one of which is in the form of support from psychological

experts. Counseling and guidance services also available for students in need who involve parents in the process.

The school provides a variety of interesting extracurricular activities for diverting students' interest from online games to more useful activities. In addition, the school environment also focuses on building healthy emotional and social relationships between students, and collaborate with parents in managing technology use at home. All of this aims to create a supportive, safe and helpful environment children develop healthy behaviors related to technology. Support from the school environment for children who are not addicted to online games. It remains important to ensure that children maintain healthy behaviors related to technology. Schools can provide education about the healthy use and be responsible with technology, including managing screen time and recognizing signs of signs of addiction. Furthermore, schools actively promote positive activities outside of gaming, online, such as clubs. Schools provide opportunities for children to develop in various fields, both academic and non-academic such as sports, arts, or projects voluntary, to provide interesting choices for children and provide rewards for positive behavior related to technology use.

Meanwhile, teachers and school staff create a supportive environment emotional (Asri et al, 2022; Rahayuningrum, et al, 2019), where each child feels heard, appreciated and accepted. This is all aimed at helping children look after a healthy balance in the use of technology and developing potential beyond the world of online games.

## CONCLUSION

Internal and external support is very important for children who have addicted to playing online games as well as children who are not addicted to online games. However, the support provided may vary when providing treatment. This is done so that be effective and efficient in handling children who experience addiction and non-addiction in playing online games. Online gaming addiction among children is a significant problem characterized by excessive reliance on digital games, resulting in detrimental physical and psychological impacts. Addiction develops through four stages, with a child's self-esteem, emotional regulation, and stress management playing crucial roles. Children with low self-esteem are more vulnerable to addiction, as they seek validation through gaming. Conversely, those with higher self-esteem and better emotional management are less likely to fall into this pattern. Family and peer support are also crucial, as open communication and balanced engagement in a variety of activities can reduce the risk of addiction. Schools have a responsibility to educate students and parents about the risks of addiction while promoting healthy alternatives to gaming. By fostering a supportive environment both at home and at school, it is possible to encourage balanced behaviors regarding technology use and help children develop healthier and more fulfilling lives outside of online gaming.

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