

The Relationship Between Intensity of Playing Online Games and Aggressive Behavior in Upper Grade Elementary School Students

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Introduction

The Increase in Aggressive Behavior Among Elementary School Students

- The rise of bullying and violence in schools.
- JPPI data (Kompas, Oct 2024): 293 cases of violence, with 31% being bullying.

Examples of Aggressive Behavior (Buss and Perry)

- **Physical:** kicking, hitting, pushing.
- **Verbal:** mocking, using foul language, threatening.
- **Anger:** easily offended, unable to control anger.
- **Hostility:** feelings of hatred, jealousy.

Initial Survey Results (SDN Tanggul, Wonoayu)

- 15 students from grades IV–VI exhibited aggressive behavior.
- 11 students: physical aggression | 12 students: verbal aggression
- 14 students: negative emotions | 2 students: urges to hurt others

Introduction

Social Environmental Factors (Ngalim Purwanto, 2016)

- Direct: peers, family.
- Indirect: media, gadgets, online games.

Impact of Online Games (Bandura's Theory)

- Violent games → stored in the subconscious.
- Repeated exposure → imitation of aggressive behavior.

Previous Research

- Widodo et al. (2022): Positive correlation between frequency of gaming and aggression levels.

Research Objective

- To analyze the relationship between online games and aggressive behavior in upper-grade students at elementary school of Tanggul.

Method

Type of Research

- Quantitative correlational design
- Variables:
 - X = Intensity of playing online games
 - Y = Aggressive behavior

Population and Sample

- 135 students from grades IV to VI at SDN Tanggul
- Sampling technique: Total sampling

Data Analysis

- Pearson correlation
- Software used: IBM SPSS version 30

Research Instruments

- Likert-scale questionnaires for both variables
- **Online Gaming Intensity Scale** (Adapted from Abdillah, 2023; based on Chaplin, 2009):
 - Dimensions: Frequency, duration, attention, emotional involvement
 - 16 items | Reliability: 0.865
- **Aggressive Behavior Scale** (Adapted from Abdillah, 2023; Based on Buss & Perry, 1992):
 - Dimensions: Physical aggression, verbal aggression, anger, hostility
 - 12 items | Reliability: 0.848

Results & Discussions

Statistical Assumption Tests

- **Normality Test:** The significance value was **0.200**, indicating that the data are **normally distributed**.
- **Linearity Test:** The significance value was **0.000**, showing a **linear relationship** between the variables.
- **Hypothesis Test Results:** Pearson's $r = 0.762$, with a $p\text{-value} < 0.001$
- **Interpretation:**
There is a **positive and significant relationship** between the intensity of playing online games and students' aggressive behavior.

Results & Discussions

Respondent Category Distribution

◆ Online Gaming Intensity

The majority of students were in the **moderate category (57%)**

The dominant aspects reported were:

- **Frequency** – 65%
- **Emotional involvement** – 47%
- **Full attention** – 44%
- **Duration** – 36%

Grade VI students showed the **highest scores** across all aspects.

◆ Aggressive Behavior

The majority were in the **moderate category (67.4%)**

The dominant dimensions of aggression were:

- **Physical aggression** – 46%
- **Anger** – 43%
- **Hostility** – 41%
- **Verbal aggression** – 33%

Grade VI students were the most dominant in **all aspects** of aggression.

Results & Discussions

Interpretation:

- There is a positive and significant relationship between the intensity of playing online games and students' aggressive behavior.
- The higher the intensity of playing online games, the higher the tendency for aggressive behavior.
- Conversely, the lower the gaming intensity, the lower the likelihood of aggressive behavior.

Sulistyawati (2015):

- Online games serve as a medium of learning through imitation.
- Repeated exposure to violent content—both verbal and physical—shapes behavior patterns that are reflected in real-life situations.
- For example: the use of harsh language and aggressive actions.
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Results & Discussions

Most Common Types of Aggressive Behavior:

- **Physical Aggression:** damaging objects, attacking others.
- **Anger:** yelling, defying authority, easily irritated

Most Common Types of Intensity of Playing Game Online:

- **Frequency :** 65% reported playing online games quite frequently. Amalia & Syam suggest that high frequency of playing games influences students' emotions and social interactions
- **Emotional Involvement:** students often felt satisfied when winning and angry when losing. In some cases, these emotions carried over into their daily lives.

Research Limitations

- This study focused on a single independent variable: the intensity of playing online games.
- Other factors that may also influence aggressive behavior were not examined in this study, such as:
 1. **Personality types** (Mutiarra & Netrawati, 2023)
 2. **Parenting styles**, particularly authoritarian and permissive approaches (Muslifah et al., 2021)

Conclusion

Significant Relationship:

- There is a significant positive correlation between the intensity of playing online games and aggressive behavior in students.

Online Gaming Intensity:

- Moderate Category: 77 students (57%) from grades VI, V, and IV.

Aggressive Behavior:

- Moderate Category: 91 students (67.4%) from grades VI, V, and IV.

Recommendations

- **For parents** : It is important to supervise their children's behavior by providing regular reminders to avoid aggressive actions and by limiting the intensity of online gaming as a preventive effort.
- **For schools**: Schools are encouraged to strengthen the supervision of students' aggressive behavior, deliver appropriate warnings or educational support, and provide counseling services for students who demonstrate excessive aggression.
- **For future researchers**: It is recommended to examine additional variables that may contribute to aggressive behavior, such as personality traits, parenting styles, emotional regulation, and peer influence. This would provide a more comprehensive understanding of the factors involved.

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