

The Development of Children Playing Offline Games in an Indonesia Village

Sabiruddin Bin Juli^a, *Bukhari Bukhari^b, Shofi Lestari^c, Ismail Suardi Wekke^d, ^{a,b,c}Universitas Islam Negeri Imam Bonjol Padang, Indonesia, ^dSekolah Tinggi Agama Islam Negeri Sorong, Indonesia.
*Corresponding Email: ^bbukhari@uinib.ac.id, ^ajulisabiruddin@uinib.ac.id
^cslestari@uinib.ac.id, ^dismail@stain-sorong.ac.id

The current article reports the research results regarding the development of 20 children who play *offline games* through *s*. After playing *offline games* for investigated time, both positive and negative impacts were found. The positive impact of offline gaming was its use as a learning media, while the negative impact was the result that children were lazy with study, developed health problems, had uncontrollable emotion, and isolated themselves. The current research aims to analyze the intellectual emotional development of the children studied. This research used qualitative method with a descriptive approach and the data collection technique utilized both observation and interview. The research sample of children playing offline games was 20 children and included their mothers. The research technique used was purposive sampling. The research result shown that: 1) the intellectual development of children playing offline games was positive, for instance they were able to understand English language such as one, two, three, etc., they also known about vegetables, and other lexicons. As a byproduct of playing offline games, children could fluently read short sentences. The children could learn how to recite and count such as using subtraction and addition; 2) the emotional development of children playing offline game was positive such that the children were always calm, happy, entertained, and enjoyed the offline games they played. They were able to control their emotions of anger, sadness, disappointment, rebellion or hatred when they loose on their offline game. Through *offline gaming* children can learn about patience to win. Structural equation modeling and

regression results are also added in the study to find the significant impact of offline gaming on development of children. Under both techniques, it is found that offline gaming is playing a significant role in the development of children.

Key words: *children development, playing, offline game, in village of air dikit sub-village of dua, sub-district of air dikit, district of muko-muko.*

Introduction

Playing is a need, particularly for children. Every child always wants to play since it is something fun. There almost is no game that makes children unhappy. In playing children participate in various activities that help them to develop. Children observe, calculate, compare, explore, analyze and many other things they can do.

Playing is an activity pursued for fun without considering the final result. Playing is conducted sincerely and without any force from outside. Piaget (2012) explains that playing consist of repeating response for functional pleasure. Meanwhile, according to Bettelheim (2013), playing is an activity that does not have any other rules except defined by the players themselves. Moreover, Semiawan (2014) says that playing is an activity chosen by the children themselves, because it is fun and not due to the anticipated compliment or reward. In this case, it is of note that the true definition of playing is that is activity conducted to get pleasure.

Playing (Andang Ismail, 2009) may result in children's experiences and knowledge increase. Children get lessons in aspects of cognitive, social, emotional and physical development. Through playing with various games children are stimulated to develop in common, whether it is the development of thinking, emotion, or social skills. This notion is supported by the work of Joan Freeman and Utami Munandar (2009) who say that by playing children can achieve complete development whether physical, intellectual, social, moral, or emotional. Furthermore, Lusi Nuryanti (2008) says playing provide chance for children to test their ability, express their emotion, experiment with roles, learn about rules and expectation, as well as train their skills to the next step.

In the contemporary sophisticated era, both Rifa (2012) and Gajere (2018) state that playing is not only done with friends in and outside of the house, such as playing *petak umpet*, *gobak sodor*, *engklek*, etc. Playing also can be achieved through s. According to Wikipedia, a device



is a term from English to refer to a thing which has a practical purpose and function. In a general sense a device is considered an electronic piece of hardware with specific functions. More sophisticated devices, according to Ahmad Irvan Fauzi (2016) present various media of news, social networking, life style information, hobbies, and entertainment both online and offline.

One of the entertainment forms provided in *devices* is *offline gaming*. Among children, offline games can be used as a learning tool or medium. Opening the features can help them in the learning process while children are focused on the positive playing activity which achieves a dual purpose in terms of learning by playing offline games.

Offline Games do not need internet connection to a network because they are complimented with features that enable connection with internet. In Rini's book, Anisa Suangga (2015); Dori (2018), explained that *offline games* have some negative impacts on child development, regarding their health, personality, education/achievement, as well as their family relationships. A child with a habit of playing offline games is at risk of experiencing stress, eyes damage, ulcers, and epilepsy. With regard to his/her personality development, the child may become aggressive resulting in violence acts demonstrated in his/her relationship with family or society. Meanwhile, with regard to his/her education, a child playing offline games will have problems with his/her concentration when receiving lessons.

Playing *offline games* may also make the players addicted. The players may forget time because of the fun of playing the *offline game*. A further bad impact is the eyes get tired and the wasting time that actually could be used for more useful things. However, the most dangerous impact is addiction.

Playing *offline games* without limitations is a concern as it can cause children to become apathetic toward their environment, even ignoring real life because of the fun of playing *offline games*. Moreover, if too much playing of *offline games occurs*, it allows children to become aggressive for example: being angry, often rebelling, responding harshly when advised, even maybe hitting out. Spending time to playing *offline games* during the day will leave very little time for children to carry out other activities such as eating, drinking, learning, and having interaction with other people. Some research also states that problems emerge due to excessive playing of *offline games* in that children care less about social activities, isolate society, lose control of time, decrease academic achievement, develop health problems and experience effects on other important life functions.

Conversely, Harsono (2016) states that *offline gaming* may have positive impact for child development for instance for learning media, *offline games* may help fluency in English,



build an unyielding attitude, improve problemsolving, enrich knowledge, learning imagination, and inspire ambition. Playing *offline games* affects the intellectual and emotional development of children. At the intellectual level, *offline games* can be used to train the brain development and help understand the learning process. Certainly it will make children's brains more active in thinking. Commonly when playing *offline games*, they improve their ability to train instincts and respond speedily. In addition, children can handle *devices* well. With frequency of device playing, ability in advancing technology demonstrates faster comprehension (Pawar, et.al. 2014; Ariffin, et.al. 2014; Żurek, et.al. 2015; Jnr, 2015; Khan, et.al. 2015; Mohammadian and Dolatabadi, 2016).

The emotional development of children playing *offline games* also improves. Children control themselves when playing *offline games* and can communicate well, adapt to the environment, and know well who they are. Children who demonstrate positive emotional development during playing *offline games* can adapt with the environment and are more competent in solving problems in real life. Successful lives will be easier to be achieve if children have positive emotional development (Obaki, 2017; Majzub, et.al. 2017; Kip'ngetich, et.al. 2018; Shabir and Rahim, 2017 Obiunu and Rachael, 2018; Amfani-Joe, et.al. 2018).

Method

The data collection techniques used in this study are first, observation. Observation is one of the techniques in collecting this research data, because it is recorded systematically. Observation directly inspected the development of children playing *offline games*, that is the development of children's intellectual and emotional responses in Village Air Dikit, Sub-village of Dua, Sub-district of Air Dikit, District of Muko-muko, Province of Bengkulu.

Further interviews were used as a technique to collect data obtained from information direct from the source. Interview involves a dialogue with specific purpose conducted by two parties who ask questions and give answers. Finally, questionnaires were used to address the association between offline gaming and child development. The questionnaire was developed with the key items of both explanatory and outcome variables of the study. For offline gaming, 8 items comprised the questionnaire: OLG1 to OLG8, and for DOC, five items were listed: emotional development, intellectual development, mental development, social development and overall development. A final sample of 101 children has been considered for both the structural equation modelling, and regression analysis of the study.

Result



The observation showed that there are 4 children having positive intellectual development due to playing *offline games*. *Offline gaming* played by the children was found to stimulate the development of thinking. Additionally, during this study, children playing *offline games* were accompanied by their mother whether in the context of playing or choosing the *offline game*.

To obtain this depiction of intellectual development analysis of children playing *offline games*, the researcher has made observations and completed interviews with the children. The first observation was conducted on Thursday, 21-9-2017. At the time, the writer saw a child named Tirta who was sitting down in front of his house and playing an *offline game*. After observing him closely, Tirta was seen to be playing an *offline* crossword puzzle and was assisted by his mother in answering the questions of the *offline game*. Tirta and his mother competed to answer the puzzle clues. Tirta knew about the questions of regional names in Indonesia. Although Tirta need some time to find the answers, he knew the content of the crossword puzzle game.

This finding was strengthened by the interview session on Saturday, 23-9-2017 with Tirta who was 11 years old, one of the children playing an *offline game*. At the time he was playing with his friends to create kites. While he was creating a kite, the researcher asked him how often he played the *offline game*. He said that:

“I love playing *offline game*. But, since I am in grade VI, I seldom play *game* because I have busy with course. Except after coursing I play *offline game* for a while, and then I prepare for reciting. In my opinion *offline game* is just a game, does not have negative impact toward my study in school. The *Offline Games* I often play are football game and motor race. The other games are crossword puzzle or *want to be a millionaire* game. I love playing them because can train my brain in thinking and learning.”

The interview above explained that *offline gaming* helped children in thinking and learning through the solving of problems in the *offline game*. A finding then is that while children play *offline games* they also can learn through the *offline game* played and receive automatically intellectual development due to the *offline game requirements*.

Furthermore, the following is a transcript take from the interview with Tirta’s mother who was 40 years old, she said that:

“The *Games* often played by my kid are football and crossword puzzle. When playing crossword puzzle he often asks me to join. Usually after playing the game, he becomes more



active in answering the question on the game. It helps him in study at home when there is task or homework from school.”

The interview above explained that *offline gaming* gave positive impact for her child’s intellectual development. It follows that by playing an *offline game*, children gain knowledge and benefit by applying the knowledge in learning or their life.

On 27-9-2017, the researcher further observed children playing *offline games*. When conducting the observation, the writer interviewed a child named Deka who was playing an English *offline game*. He played a *game* of identifying the names of fruits in English. By touching the device screen he followed the English sound of the fruits game every time he touched the fruits image on the game. The observation result shows that Deka learned by memorizing the type of fruits as well as the English.

The observation above was strengthened by the interview with Deka who was 7 years old. At the time he was playing with his friends at the researcher’s house. He was asked about playing games on his cell phone. He said that:

“Playing *offline game* makes me know about the fruits’ type and their English. I know the English of *semangka* (watermelon), *apel* (apple), *pisang* (banana), and many others. I also often play the *game* of learning to read because it can help me in advancing my reading. Commonly I play the game after school together with my brother. If I do not understand I can ask him directly.”

The interview above explains that *offline gaming* very much affected children’s intellectual development. Children could understand the foreign language and learnt reading skills whether e.g. short sentence or long sentence structure.

The researcher also interviewed Deka’s mother who was 38 years old. At the time his mother was sitting in her house and asked was about her son who loves to play *offline games*. She said that:

“*Game* often played by my son was fruits game with English and reading game. I intentionally choose those games because it helps him in learning. If the first time we have *device*, I teach him in playing *offline game*. But, because now he has understood, he plays it by himself except he does not understand he will ask me.”

The next observation was of Luis playing an *offline game*. During observation, the researcher saw Luis was playing an *offline game* accompanied by his mother. His mother taught him to



learn counting in English through the *offline game* played. Firstly, Luis's mother mentioned the English of one and so forth, and then Luis was asked to follow what she had said. The observation result reveals that at the time Luis's mother gave questions while he was playing football. She asked about the English of one, two, three, and so forth.

The observation above was strengthened by the interview result with Luis who was 6 years old, he said that:

“*Game* I often played is English language game, whether it is counting with English or understanding the types of color. The game trains me to be fluent in English. Such as the color *Putih* (white), *hijau*, (green), *merah* (red), *hitam* (black), etc. I also learn how to paint, there are some goods provided in the game, then I just need to paint them with the appropriate color. I love this game because can help me in learning at school. My mom supports me because the game give benefits for me.”

The same thing was stated by Luis's mother who was 39 years old. While talking she was asked about her son who loves to play *offline games*. She said that:

“*Offline game* makes my son understand about English. He is able to count in English. He knows various types of color in English. I intentionally choose those games for my son because it is good for his development. To fluent his memory I usually ask while he is playing for instance while he is playing football I will ask him what is the English of *satu* and he will answer it with one, two, etc. The thing is *offline game* help my son become smart and responsive in his daily.”

Playing *offline games* helps the learning development process of children who are growing and developing. *Offline games* could be used an alternative medium for fathers and mothers in order to engage them in their children's learning. This could initiate with the choice of *offline game* that would best stimulate child development and parents could play as well as teach them so that learning becomes easier.

The next observation was conducted on Abel, a kid who was playing *offline game*. When observing, Abel was reading *Hijaiyah* letters on *offline game* she played. Abel was seen understanding the *hijaiyah* letters while memorizing the form of the letter as well as the way to read them. While playing the *offline game*, Abel's mother taught her the way to write them. Abel's mother took book and pen as the media to teach her in writing *hijaiyah* letter.

According to the interview above it can be concluded that playing *offline game* gave positive impact toward the children's intellectual development. Because it can develop what children got while playing *offline game*.

Emotional development of Children Playing *Offline Game*

The observation result showed that there are 4 children playing *offline game* who have positive emotional development in Village of Air Dikit, Sub-village of Dua, the following would be depicted the result of observation and interview conducted toward those children playing *offline game*, and supported by the admission of their mother in order to strengthen the related information with the children.

First observation was conducted to Tirta. Obtaining that Tirta was really entertained and happy with playing *offline game*. There was no irritation or anger when He failed to win the game. After observation conducted, the writer have interview with Tirta who was 11 years old, he said that:

“The expressions I often have during playing *offline game* are happy, relax, entertained with the game I played. If I failed to win the game, I never got angry or even rebel. For me it just a game. If I win or lose, is normal. So, I never got mad due to lose in playing *offline game*.”

The interview was also conducted with Tirta's parent who was 40 years old, she said that:
“I do not really understand how my son's attitude when he wins or lose in playing *offline game*. But so far, what I see is He never be sad or disappoint although he lose the game. He is calm, never cries, disappoint because he cannot win the game. As well as with his friends, he never quarrels. If he is disturbed by his friends when playing *offline game*, he prefers to budge than get quarrel with his friends. Moreover, although he continuously plays game, He knows what his obligations are. For example when the time for recite he will recite, the time for praying he will pray. Everything are directly done by him.”

The interview above explained that positive emotional development was carried by the children themselves. *Offline game* was only the media for teaching children to be able controlling themselves when playing *offline game*. For example being patient when want to get higher score and control themselves when lose the game to not get mad or do disserve actions. The research result told that children playing *offline game* initially can control their emotion when they lose the game.

The second observation was conducted to Deka. When conducting observation, the writer saw that Deka was very happy playing *offline game* he loved. He was happy and smile when win the *offline game* played. It was strengthened by the interview result with Deka who was 7 years old, he said that:

“I I lose the game I just so, I never get mad. Maybe I just change the game in order to not be bored. If there is friend who disturbs me, I advise him to not disturb me when playing *offline game*. I prefer to budge than got quarrel with my friend.”

The writer also have interview with Deka’s mother who was 38 years old, she said that: “I am not sure with his expression when playing *offline game*. What I know, he is having fun when playing *offline game*. If win or lose, I do not know. If I ask him to do the home work, He directly do it although he is playing *offline game*.”

The result above told that every child could control their anger, sadness, and irritation when they lost *game*. It was proven by the attitude of calm, entertained, and enjoys the *offline game*, whether they win or lose, they never make it as problem.

The third child observed was Luis. When conducting the observation the researcher noted Luis enjoyed the *offline game* he played. With a cheerful face Luis finished the *offline game* well. During the *offline game*, Luis was not irritated nor disappointed when he lost the *offline game*.

To strengthen the observation above, an interview was conducted with Luis who was 6 years old, he said that:

“The expression I have when playing *offline game* is happy. I am entertained with the *offline game*. If about win or lose, I do not care. Sometime I got mad when my mother asks me to stop playing, I angry with that. But it is not long, just for a while, then I am like usual.”

Similarly the interview result with Luis’ parent who is 39 years old reflects that:

“My son never been irritated or angry when loses the *offline game*. May be because he does not know much about the game he played. So he is calm and enjoys the game he played.”

The next observation was with Abel. During observation, Abel was seen to be very patient in order to win the *offline game*. She is well known from her efforts to win *offline games and* she always repeats an *offline game* until she wins, if she loses she does not stop playing until she wins.



This observation was strengthened by the interview result conducted with Abel who was 8 years old, she said that:

“The *Game* I play makes me more patient to win. Therefore I have never been irritated when playing *offline game*. If I lose, it is normal. We do not need to be angry. Just play it again.”

The interview conducted with Abel’s mother who was 30 years old, revealed that:

“My daughter is calm although she loses the *offline game*. She is not angry, even she laugh and says “eee why I always lose the game,” while smile. She is entertained with it. If she loses she plays it again. Other games she plays are *Zuma* and motors with some obstacles. So if she lose she just do it, never been angry even until give bad impact toward her father or mother or friends.

According to the interview result above it could be concluded that playing *offline games* had positive impact on the child emotional development. Children could learn to be patient in persisting and for the future have strategies to win or get high scores in playing further *offline games*, children also could learn to control the emotions of anger, rebellion and sadness when they lose an *offline game*.

Structural Analysis and Discussion

For the demographic analysis of the children, a gender category is added in the questionnaire which indicates that from a total sample of 101, 73 are male students while only 28 are the females resulting in percentages of 72.3 and 27.7 respectively. In addition, children were also directed to provide their meaningful responses regarding the time spent per week playing the offline games. For this purpose, five categories: 1-2 days, 2-3 days, 3-4 days, 4-5 days, and finally 5-6 days were defined. Out of 101 children, it is observed that 5 are spending the time per week of 1-2 days while playing offline games while 9 are spending 2-3 days for playing any type of offline games, and 14 are spending 3-4 days for such activity. However, 37.6 and 34.7 children are spending 4-5 days and 5-6 days respectively. As per the time distribution in terms of hours for playing offline games, 22 children are spending over 12 hours, 15 are spending 8 hours, 22 are spending up to 6 hours while 31 and 11 individuals are spending almost 4 and 2 hours or less for playing games. As per distribution of game categories, it is observed that 15 or 14.9 percent out of 101 children are interested in shooting games, while 25 are in favour of playing action games, which covers 24.8 percent share of overall sample. However, for the racing and boarding games, 32 and 18 children are found to be interested, covering a sample portion of 31.7 and 17.8 respectively. In addition, from the overall sample of 101, it is found that 11 children are interested in playing games like puzzles which represent a sample portion of 10.9 percent. The overall trend for gender distribution, weekly

and hourly time for playing offline games along with various categories and distribution of the respondents are represented in Table 1 and Figure 1-4 below.

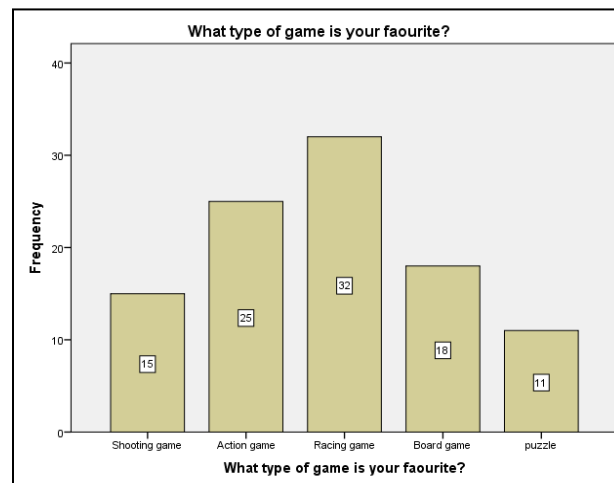
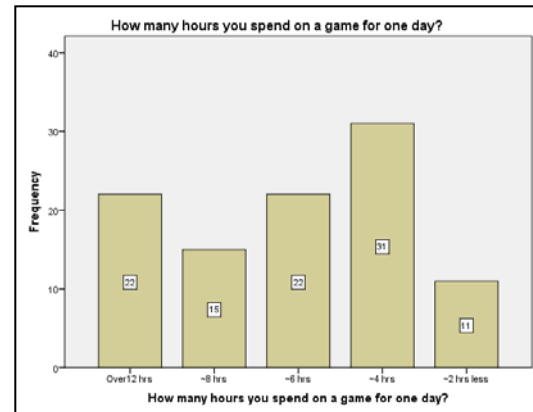
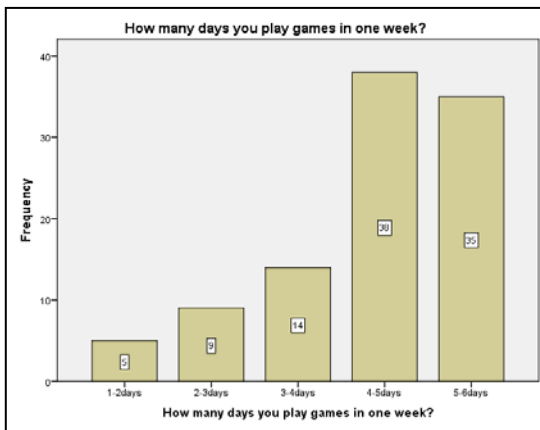
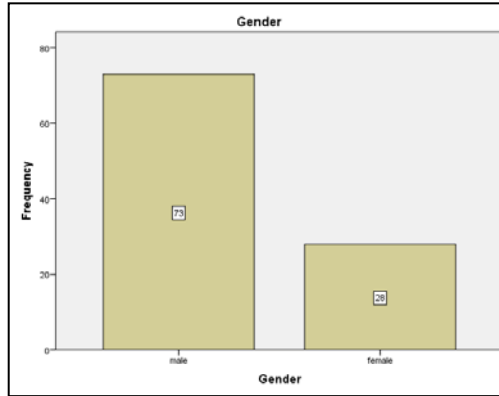
Table 1: Demographic Results and Attitude of Children for offline gaming

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	73	72.3	72.3	72.3
	female	28	27.7	27.7	100
	Total	101	100	100	
How many days you play games in one week?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2days	5	5	5	5
	2-3days	9	8.9	8.9	13.9
	3-4days	14	13.9	13.9	27.7
	4-5days	38	37.6	37.6	65.3
	5-6days	35	34.7	34.7	100
	Total	101	100	100	
How many hours you spend on a game for one day?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Over12 hrs	22	21.8	21.8	21.8
	~8 hrs	15	14.9	14.9	36.6
	~6 hrs	22	21.8	21.8	58.4
	~4 hrs	31	30.7	30.7	89.1
	~2 hrs less	11	10.9	10.9	100
	Total	101	100	100	
What type of game is your favorite?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Shooting game	15	14.9	14.9	14.9
	Action game	25	24.8	24.8	39.6



Racing game	32	31.7	31.7	71.3
Board game	18	17.8	17.8	89.1
puzzle	11	10.9	10.9	100
Total	101	100	100	

Figure-1-4. Demographics Details



After the detailed analysis of demographic and other categories to understand the nature of the respondents, Figure 5 below indicates the structural model of the study. For the key explanatory variable; offline gaming, eight items have been added in the model ranging from offline gaming 1 (OLG1) to offline gaming 8 (OLG8). While for the development of children

or DOC is added as a latent variable/ outcome, a variable having five different sub-items. These sub-items are presented as emotional development (ED), intellectual development (ID), mental development (MD), social development (SD), and finally overall development (OD) in Figure 5 below. Both offline gaming and the development of children are known as unobserved latent variables, represented through indicators. While error terms to control the unobserved effect in the model range from e1 to e14 a separate regression weight for every error term is assigned which is equal to one, along with one item of OLG under the title of OLG8, and for ED, which represents the DOC.

Figure 5. Structural Model of the Study

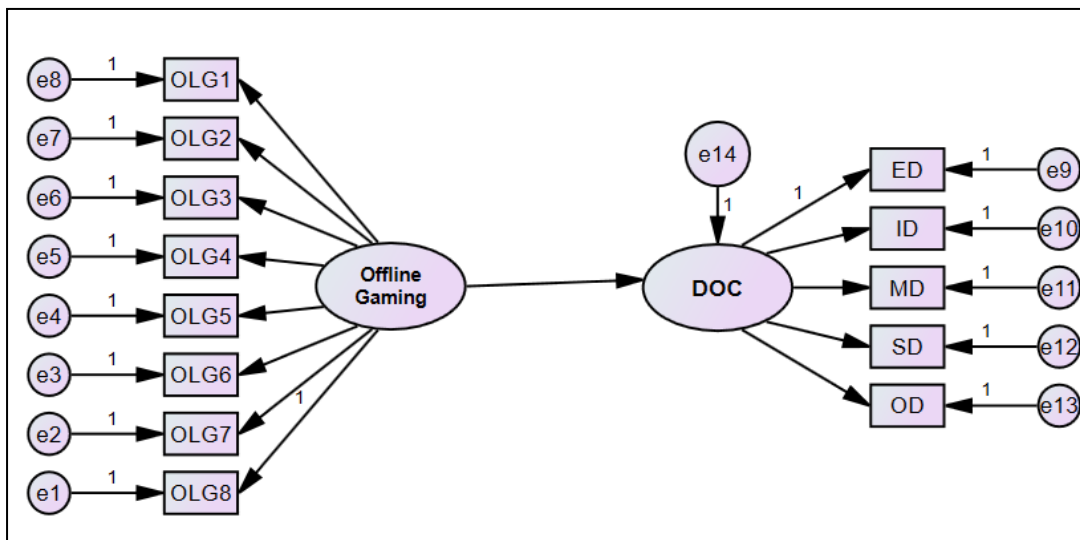


Table 2 below represents the regression results for the structural model of the study. The value of estimates for offline gaming to DOC indicates an overall impact of .398, which explains that overall offline gaming has positive impact on the development of the children. The value of .398 indicates that all the items observed for the analysis of effects of offline gaming are collectively working for the development of children who play. The value of S.E for this regression estimate is .110 with the critical ratio of 3.610. This ratio can be calculated by dividing the value of estimate over S.E. This overall impact of offline gaming on DOC is significant as p-value is less than .01 level of significance. To explain the significance of various indicators of OLG, the individual coefficients for offline gaming to OLG8 to OLG1 are also represented below. For OLG7 the coefficient of .834 explains a significant and positive contribution for overall OLG. The coefficient of .263 links to OLG6 explains that while defining OLG, the value of estimate is found to be positive and significant. For OLG5-OLG1 all the coefficients indicate their significant and positive impact in determining OLG. The value of estimates for OLG4, OLG3 and OLG1 are significant at .01 percent level, while

for OLG6 it is significant at .05 percent and for OLG5, the significant level is .10 percent respectively. However, for OLG2, the effect of .098 is found to be positively insignificant. To represent the DOC, five indicators have been added in the model as expressed above. It is found that in overall DOC, the contribution of ID is .743 which is significant at 1 percent level of significance. While for the MD and SD, this contribution is 1.338 and .639 significant at 5 % and 1 % respectively. For OD, the coefficient of .917 indicates that when DOC goes up by one unit, OD significantly goes up.

Table 2: Regression Weights: (Group number 1 - Default model)

Variables	Directions	Variables	Estimate	S.E.	C.R.	P
DOC	<---	Offline_Gaming	.398	.110	3.610	***
OLG8	<---	Offline_Gaming	1.000			
OLG7	<---	Offline_Gaming	.834	.115	7.276	***
OLG6	<---	Offline_Gaming	.263	.128	2.049	.041**
OLG5	<---	Offline_Gaming	.261	.153	1.709	.087*
OLG4	<---	Offline_Gaming	.929	.114	8.161	***
OLG3	<---	Offline_Gaming	.612	.124	4.924	***
OLG2	<---	Offline_Gaming	.098	.144	.678	.498
OLG1	<---	Offline_Gaming	.898	.116	7.760	***
ED	<---	DOC	1.000			
ID	<---	DOC	.743	.343	2.164	.030**
MD	<---	DOC	1.338	.412	3.248	.001**
SD	<---	DOC	.639	.332	1.929	.054*
OD	<---	DOC	.917	.365	2.510	.012**

Table 3 below explains the standardized regression weights, with the adjustment of standard error in the above stated estimates found in Table 2. It is found that all the standardized estimates are positive ranging from .073 to .821 for OLG2 and OLG8 respectively. The positive indication of robust standard estimates indicates their direct contribution in the structural model of the study.

Table 3: standardized Regression Weights: (Group number 1 - Default model)

Variables	Directions	Variables	Estimate
DOC	<---	Offline_Gaming	.716
OLG8	<---	Offline_Gaming	.821

			Estimate
OLG7	<---	Offline_Gaming	.706
OLG6	<---	Offline_Gaming	.218
OLG5	<---	Offline_Gaming	.182
OLG4	<---	Offline_Gaming	.779
OLG3	<---	Offline_Gaming	.502
OLG2	<---	Offline_Gaming	.073
OLG1	<---	Offline_Gaming	.745
ED	<---	DOC	.497
ID	<---	DOC	.299
MD	<---	DOC	.578
SD	<---	DOC	.260
OD	<---	DOC	.365

Table 4 below explains the overall level of variance as indicated through offline gaming and all the error terms added in the model. It is observed that for all the error terms and main outcome factor; OLG, significant variance is found and presented.

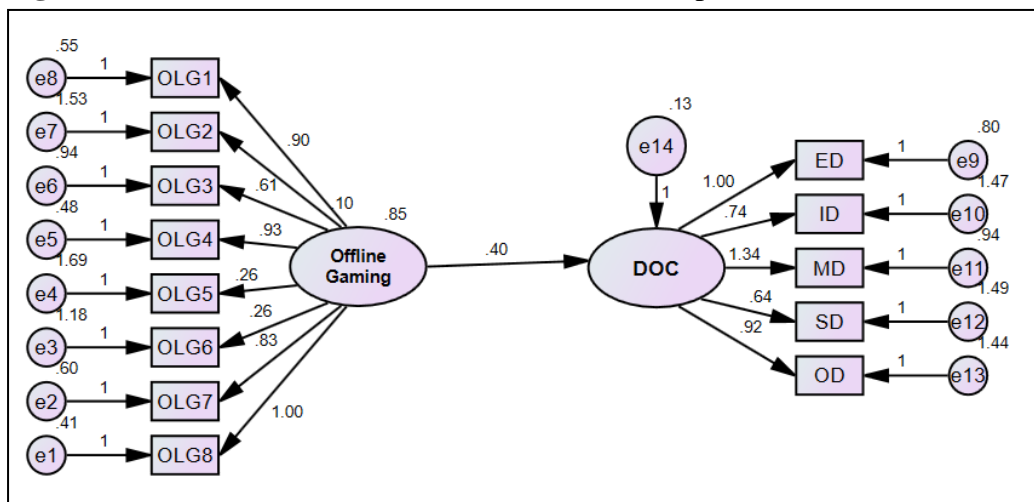
Table 4: Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P-label
Offline_Gaming	.850	.180	4.720	***
e14	.128	.076	1.680	.093
e1	.412	.086	4.797	***
e2	.596	.100	5.990	***
e3	1.179	.168	7.018	***
e4	1.687	.240	7.035	***
e5	.475	.089	5.367	***
e6	.944	.141	6.710	***
e7	1.531	.217	7.065	***
e8	.549	.096	5.700	***
e9	.801	.138	5.819	***
e10	1.473	.220	6.709	***
e11	.935	.184	5.090	***
e12	1.486	.218	6.806	***

	Estimate	S.E.	C.R.	P-label
e13	1.437	.221	6.501	***

Figure 6 below represents the structural model along with output under the title of “unstandardized estimates” as explained above. The overall impact for OLG on DOC is .40 is significantly defending the argument that offline gaming is significantly and positive contributing towards the emotional development, intellectual development, mental development, social development, and overall development of the children.

Figure 6. Unstandardized estimates and structural output



The value of overall fitness of the model along with reliability of the items is presented in table 5 below. It is found that the value of C.B alpha for the eight items of OLG is .712 which is accepted as above the threshold point of .70. For the development of children DOC1 to DOC5 were added to the model and their C.B value is .79 indicating that the acceptability of the selected indicators are quite fit for the final analysis and structural consideration of the model. The fitness of overall regression estimates is represented through Chi-square value of 186.685 which is significant at .01 percent level of significance. For the RMSEA, the value of .053 indicates a model fit of the study and in range of .040 to .06. For adjusted goodness of fit or AGFI, value of .872 is just near to the level of .90 or above and indicates a good fit of the model. while for the CFI, and TLI value of .851 and .830 indicates that overall model of the study is fit and can be finalized for the structural model of the study.

Table 5: Overall Reliability and goodness of fit for estimates

Indices	Result	Decision
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Cronbach's alpha OLG1-OLG8	.71	Accepted
Cronbach's alpha DOC1-DOC5	.79	Accepted
Chi-Square	186.685****	Accepted
Degrees of freedom	64	Accepted
Probability Level	.000	Accepted
Root mean squared error or approximation RMSEA	.053	Accepted
Adjusted goodness of fit index or AGFI	.872	Accepted
Comparative fit index or CFI	.851	Accepted
Tucker Lewis index or TLI	.830	Accepted

After the structural equation modelling for the study, overall regression analysis has also been conducted to check the impact of offline gaming on the mean value of development of children. The value of F-statistics indicates the soundness of the model. For this purpose, the following hypotheses were developed.

- H0: All the coefficients are presented through regression model and are not different to zero
- H1: All the coefficients are presented through regression model and are significantly different to zero

The value of f-statistics is 10260 which is above the threshold point of 3.50, significant at 1 % level. Therefore it indicates that regression coefficients of OLG1-OLG8 are significantly different from zero, hence favoring the alternative hypothesis. The values of individual coefficients are presented in table 6 below through unstandardized and standardized regression coefficients. The impact of OLG1 indicates change in this indicator, causing an insignificant and positive but unstandardized change of .251 in Mean DOC. However, the impact of OLG2 on Mean DOC has a coefficient of .955 with the standard error of .226. This impact is significant and positive with the standard value of regression coefficient of .349 significant at 1 %. These findings predict that OLG2 is positively working for the development of children. The impact of OLG3 is not significant under the regression model, however, for the OLG4, this impact is -.749 with the standardized estimation of -.243, significant at 5 % level of significance. The impact of OLG5 is .849 with the standard error of .229. However, after the adjustment of this error, value of standardized coefficient is found to be .330 significant at 1 % level of significance. In addition, the impact of OLG6 and OLG7 is found to be positive but insignificant using a regression equation. While for OLG8, the coefficient of 1.354 indicates a significant and positive change with the standard value of .448 and t-statistics of 3.688. From overall analysis, it is found that OLG1-OLG8 mixed

impact is recorded which indicates both significant positive and significant negative outcomes.

Table 6 Regression Results of the Study

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	548.421	8	68.553	10.260***	.000 ^b
Residual	614.690	92	6.681		
Total	1163.110	100			
Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.511	1.508		2.991	.004***
OLG1	.251	.335	.082	.748	.456
OLG2	.955	.226	.349	4.228	.000***
OLG3	-.368	.280	-.122	-1.313	.192
OLG4	-.749	.353	-.243	-2.119	.037**
OLG5	.849	.229	.330	3.708	.000***
OLG6	.117	.254	.039	.462	.645
OLG7	.118	.319	.038	.369	.713
OLG8	1.354	.367	.448	3.688	.000**

a. Dependent Variable: MeanDOC

Conclusion

According to the research that has been conducted in the Village of Air Dikit, Sub-village of Dua concerning the development of children who play *offline games*, it can be concluded that: firstly, the intellectual development of children playing *offline games* was positive, that is children can advance more in sentence reading, they can subtract or add, understand English, whether counting in English such as *one, two, three, four*, etc. or whether they know about fruits in English such as *banana, apple, tomato, mango*, etc. or they know the various types of color such as *blue, yellow, black, white*, etc. In addition, children can also learn to recite, that is by knowing the *Hijaiyah* letters of *alif, ba, ta, sa*, etc. Through *offline gaming* children can gain knowledge and make their brain become smarter and responsive. Secondly, the emotional development of children playing *offline games* was found to be positive.



Children playing *offline games* are very calm, happy, entertained, and enjoyed the *offline games* they played. They can control their emotions of anger, sadness and rebellion when they lose a game. Therefore, *offline gaming* can be used as a learning medium, a knowledge distribution medium or effective Da'wah medium.

In addition, to analyze the structural and econometric association in offline gaming, both structural equation modelling (SEM), and regression equation techniques were applied. Through SEM, it is found that overall, offline gaming is significantly and positively affecting the development of children. The individual contribution by various items of OLG is also found to be significant and positive except for the OLG2. Meanwhile, factors like ID, MD, SD, and OD are also significant in explaining the DOC through a sample of 101 children. Finally, the impact of OLG on Mean DOC is presented in regression findings. It is found that there exists a significant and positive association between OLG and DOC.

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