

Analyzing Game Selection among Online Gaming Enthusiast Parents for Early Childhood Social Emotional Development.

Putri Kartika Wijayanti^{1*}, Reni Pawestuti Ambari Sumanto¹

¹Department of Early Childhood Teacher Education, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

*Correspondence to: kartikkaputiz9@students.unnes.ac.id

Abstract: Online games are a form of digital entertainment widely favored by young children. Selecting games without considering their educational value and social emotional impact can create challenges for children's development. This study aims to analyze the preferences of online game-enthusiast parents in choosing games to optimize their children's social emotional development and to understand the effects of online games on early childhood social emotional growth. This research employed a qualitative case-study approach involving three online game enthusiast parents in Semarang City who have children aged 5–6 years. Data were collected through observation, interviews, and documentation. The findings show that parents have distinct preferences in selecting games for their children, including their own personal interests, potential skill development, play duration, game reputation, guidance, safety, and age-appropriate content. In addition, children's gameplay produced effects such as enhanced social interaction, cooperation, emotional regulation, and the emergence of positive emotions. The study recommends that parents be more actively involved in guiding and directing their children to ensure optimal socio-emotional development.

Keywords: *Parents' Preferences, Game Selection, Social Emotional Development of Early Childhood.*

INTRODUCTION

Early Childhood Education, as stated in Law No. 20 of 2003 on the National Education System, is an effort aimed at children from birth to six years old through educational stimulation to help their physical and spiritual growth and development so that they are ready to enter further education. This period is known as the golden age, a crucial stage for optimizing children's intelligence potential toward high-quality human resources. According to the National Association for the Education of Young Children (NAEYC) (Syima, 2017), early childhood encompasses individuals between the ages of 0 and 8 years. During this phase, children undergo significant cognitive, emotional, and social transformations that form the foundation for their lifelong learning and development.

According to Habibi (2018), early childhood education is an educational unit designed to promote children's overall growth and development, emphasizing all aspects of personality. The delivery of early childhood education can be formal, informal, or non-formal. Formal pathways include kindergartens, RA, or other similar institutions. Informal pathways are provided through families and the surrounding community. Based on societal needs, non-formal pathways are beneficial for children who do not receive formal education services due to various limitations. Regardless of the pathway, the core purpose of early childhood education remains consistent: to

provide a nurturing environment in which children can develop the foundational skills necessary for future learning and healthy social functioning.

Children aged 4–6 years are generally in a sensitive period marked by the formation of fundamental aspects related to physical, cognitive, linguistic, socio-emotional, discipline, independence, art, morals, and religious values. This stage is also critical for shaping children's behavior. Fitriya et al. (2022) argue that the goal of socio-emotional development is to equip children with the capacity to control their emotions, socialize, and build self-confidence. When children interact with their peers in their environment, they learn social skills such as cooperation, sharing, and supporting one another. According to the Indonesian National Education Standard (Permendiknas No. 58 of 2009), the developmental benchmarks for children aged 5–6 years in the socio-emotional domain include demonstrating cooperative attitudes, expressing emotions appropriately, showing empathy, understanding rules and discipline, and respecting the achievements of others. These benchmarks affirm that socio-emotional competence is not only measurable but is also a central educational goal in early childhood programs across Indonesia.

Astuti and Hipziah (2020) state that early childhood aged 0–6 years should achieve optimal growth and development through learning activities based on play. Play is inseparable from children; through play they can explore, reinforce what they have learned, and discover new things. Thus, play serves as a bridge for all aspects of development in early childhood. Sigmund Freud argued in his psychoanalytic theory that play functions as a form of fantasy through which children can project personal hopes and release negative emotions, including traumatic or painful experiences, in a safe and controlled manner (Ester & Giamulia, 2020). According to Ardini and Lestarinigrum (2018), the benefits of play are extensive and encompass physical skill enhancement, sensory stimulation, creativity development, and the reinforcement of positive personality traits such as responsibility. Furthermore, according to Bruner as cited in Khadijah & Armanila (2017), play fosters creativity and adaptability in children, who tend to prioritize the act of playing over the outcome, thereby making it a powerful medium for experiential and self-directed learning.

The concept of play has evolved considerably in the contemporary era due to the rapid advancement of digital technology. According to Syafrina and Adiningsih (2020), authentic, play-centered learning activities are among the most effective approaches in early childhood education, as they encourage children to make their own choices while simultaneously developing confidence, cognitive flexibility, and a grasp of new concepts. The emergence of digital games as a medium of play has therefore generated considerable attention among educators, child development researchers, and parents. Educational games, in particular, represent a category of digital play designed to stimulate both cognitive and socio-emotional learning. According to Widyasari et al. (2019), educational games have the capacity to enhance the learning experience by combining creativity and enjoyment, functioning as an effective tool for delivering knowledge through a visually engaging and interactive format. Research conducted at the Massachusetts Institute of Technology (MIT) as cited in Setyawan et al., (2019) further

confirmed that game-based learning activities significantly improve students' logical reasoning and comprehension skills. In addition, Vitianingsih (2016) found that educational games can assist early childhood teachers and students in transitioning from conventional learning methods to simulation-based learning, making it easier for young learners to recognize symbols, count, match images, and arrange words.

In today's era of rapid technological advancement, gadgets have become widely used. A gadget is an electronic device that is relatively small and practical to use (Anggraini, 2019). Gadgets are considered sophisticated tools offering a range of applications, from social networking and media to entertainment (Pertiwi et al., 2018). According to Data Reportal (2022), gadget usage in Indonesia reached 370.1 million devices, representing an increase of 13 million or 3.6 percent from the previous year. This exponential growth has fundamentally altered the landscape of children's play, as digital devices have become accessible fixtures in many Indonesian households. Children who belong to the current generation are often referred to as "Digital Natives," having grown up in an environment where technology is pervasive from birth, in contrast to older generations known as "Digital Immigrants" who encountered technology at a later stage in their lives. This generational distinction has significant implications for how learning, communication, and social interaction unfold in the lives of young children today.

Ismi and Akmal (2020) note that the media industry has been significantly influenced by technological and informational advances. The internet, as one such advancement, brings positive impacts such as facilitating information dissemination and communication. However, it can also produce negative effects, including the spread of false information, addiction, and user harm. The development of technology and science continually produces countless internet-based products. Online games refer to games requiring an internet connection and can be played using computers, laptops, mobile devices, and other smart gadgets. According to Adiningtiyas (2017), a game is broadly defined as an activity played according to certain rules to determine a winner and a loser. An online game, more specifically, refers to a video game typically played over a computer network that allows many players to interact simultaneously from different locations around the world. Surbakti (2017), online games are video games usually played on a computer network, such as a gaming console or personal computer, enabling real-time multiplayer interaction on a global scale.

In today's digital era, it is undeniable that young children are introduced to online games by their closest environment. They already interact with technology, especially online games. Fitria and Karneli (2019) describe online games as computer-based applications connected through networks that can be played anytime, anywhere, individually or in groups, worldwide, displaying attractive visuals suited to user needs. In Indonesia, according to We Are Social and Hootsuite (2021), 60.2% of 202.6 million internet users play online games on their gadgets. Furthermore, data released by the global game industry research firm Newzoo in 2017 placed the number of online game players in Indonesia at 43.7 million, with 36% falling within the 10–20 age bracket, 47% between 21–35 years, and 17% between 36–50 years, and figures have continued to

grow consistently each year. Notably, a 2019 report by the NPD Group indicated that approximately 73% of American children over the age of two were already familiar with and playing video games, suggesting that early childhood engagement with digital games is not an isolated Indonesian phenomenon but rather a globally pervasive trend.

Online games have attracted enthusiasts from various age groups, including adults, teenagers, and children. Young children are eager to explore their surroundings, communicate with others, and enjoy new experiences that spark their curiosity. Children's exposure to online games can be influenced by their immediate environment, especially parents and peers. Many parents who are fond of online games provide gaming facilities at home, which leads children to imitate and play online games themselves. Therefore, parental roles are crucial in controlling and limiting children's playtime to prevent online game addiction. According to Kurniasari (2019), online gaming has become a new lifestyle for a significant portion of society, particularly among teenagers and students, which means the cultural normalization of gaming in the home environment is already well established and continues to influence younger generations.

The influence of parents on children's gaming habits can be understood through Albert Bandura's Social Learning Theory, which was developed in 1986 and posits that children learn behaviors through a continuous reciprocal interaction between cognitive processes, observable behavior, and environmental determinants Abdullah (2019). According to Bandura's framework, known as Reciprocal Determinism, the environment influences behavior, and the individual's cognition also influences behavior; thus, individuals both shape and are shaped by their surroundings. In the context of online gaming, children who grow up in households where parents actively engage with games are more likely to observe, internalize, and replicate gaming behavior as a normalized activity. Lesilolo (2018) notes that social learning is fundamentally a process of observing and imitating the attitudes and behaviors of others who serve as role models. This means that gamer parents inadvertently function as behavioral models for their children, making the study of gamer parents' decision-making processes in game selection particularly significant for understanding the broader developmental environment in which young children are placed.

Bandura further identified four sequential stages in the social learning process: the attentional phase, in which children focus on behaviors they find interesting or novel; the retention phase, in which information is captured and stored in memory; the reproduction phase, in which stored information is recreated and enacted; and the motivation phase, in which positive reinforcement consolidates the learned behavior as cited in Warini et al. (2023). Applied to the context of online gaming, a child who observes a parent playing a game attentively will retain the visual and procedural cues, reproduce the behavior when given access to the same device, and become motivated to continue if the experience is reinforcing. This process underscores the importance of informed parental game selection, as the games children are first exposed to through parental observation are likely to have a lasting influence on their gaming habits and preferences. According to Uyun et al. (2021), parenting styles play a central role in managing

children's online gaming routines, with authoritative parenting generally yielding more balanced outcomes compared to permissive or authoritarian approaches. This highlights the need for parents to combine their gaming literacy with a conscious, child-centered approach to digital media management.

Selecting educational games requires parents to consider and make important decisions. According to Irwanto (2021), two characteristics make a game suitable for educational use: it must be interesting and enjoyable so children do not become bored, and it must offer challenges and adaptability. Parents who are online game enthusiasts have distinct expertise and insights when choosing suitable online games for early childhood. They understand the complexities of the gaming world and can better evaluate the benefits and advantages of such games. Hadisaputra (2022) outlined several criteria for games that are appropriate and beneficial for young children, including being attractive and enjoyable, allowing children to learn from experience through trial and error, offering adjustable levels of challenge, enabling interaction and feedback, and encouraging communication and cooperation between players. These criteria reflect a set of developmental principles that align with the broader goals of early childhood education, positioning game selection as a meaningful pedagogical act rather than a passive consumer choice.

Before introducing games to children, gamer parents often try the games themselves to ensure they meet their standards. They observe their children while playing to ensure the children enjoy the games, can master basic controls, and show interest in improving their skills. Ariantoro (2016) notes that online games have the potential to improve concentration, hand-eye coordination, reading skills, and proficiency in English and writing. Games offering gradually increasing challenges that encourage critical thinking are highly valued. In terms of supervision strategies, Purnomo (2020) emphasizes that parents play a decisive role in determining which games are appropriate for their children, particularly because not all games are suitable for young players. Effective parental oversight includes setting clear time limits to prevent addiction and ensure balanced engagement with other activities such as outdoor play and peer interaction (Kurniawati & Fathoni, 2024), using parental control features available on most gaming platforms to restrict inappropriate content and monitor online behavior (Prasetya et al., 2020), and actively participating in game sessions alongside children to strengthen the parent-child relationship while maintaining real-time awareness of game content (Akhmad Lutfi & Benny Prasetya, 2024).

A distinct dimension of gamer parenthood that has emerged in recent years involves aspirations for children's future participation in competitive gaming, commonly known as e-sports. According to Kurniawan (2019), e-sports is a sector within the broader sports domain that utilizes competitive games as its medium, and it has grown into a globally recognized industry. In Indonesia, e-sports has attained formal recognition as a sport, overseen by the Indonesian E-Sports Federation (PBESI), and has been represented at international events including the 2019 SEA Games. As this industry continues to expand, some parents who are avid gamers have begun introducing children to games with deliberate consideration of their long-term competitive

potential. According to Jasmine (2021), a professional player (pro player) is an individual affiliated with an e-sports organization whose role is to participate in high-level competitive environments, dedicating substantial time to training and performance improvement. Gamer parents who hold such aspirations for their children tend to select games that develop foundational skills relevant to professional play, such as fine motor coordination, hand-eye reflexes, strategic thinking, and problem-solving (Banyai et al., 2020). At the same time, they consider game reputation, the strength of the existing e-sports community around a title, and the availability of educational resources and tutorials within that community (Dianto et al., 2023). This multi-layered approach to game selection sets gamer parents apart from non-gamer parents and provides a compelling lens through which to examine the intersection of personal gaming culture and child-rearing practice.

One major issue in introducing online games to children is the need to match games to children's age and developmental stage. Some online games contain inappropriate content, such as violence, which children may not be mentally mature enough to process. Without supervision, young children are vulnerable to addiction and may become aggressive. According to the Ministry of Communication and Digital Technology of Indonesia (Komdigi), as cited by Kristiana Siste Kurnia Santi, Head of the Department of Psychiatry at FKUI-RSCM, children do not immediately develop gaming addiction, but using gadgets for more than three hours per day increases their vulnerability to addiction. The World Health Organization (WHO) has formally classified gaming disorder as a recognized mental health condition in the 11th edition of the International Classification of Diseases (ICD-11), reflecting growing global concern over unregulated digital gaming among children. Reali and Anggraini (2016) further emphasize the importance of ensuring that children are protected from exposure to violence, sexual content, and other forms of harmful behavior that are present in certain online games, reinforcing the argument that parental involvement in game selection is not merely beneficial but necessary.

The impact of online games on the socio-emotional development of early childhood has been documented across multiple studies, revealing a nuanced picture of both risks and benefits depending on the context of use. Wulansari and Kurniawaty (2022) conducted a quantitative study involving parents of children aged 5 to 6 years in Jakasetia Village and found that online game use had measurable effects on children's social and emotional development. Hadisaputra (2022) demonstrated that online games can enhance critical thinking, creativity, and problem-solving skills in young children, provided that play is structured, purposefully guided by parents, and accompanied by planned learning objectives. Conversely, Zahra (2023) found that unregulated exposure to online games among children aged 4 to 6 years can produce negative developmental consequences, including reduced motivation to learn, social withdrawal, and screen dependency. Parental digital awareness is a key mediating factor in children's gaming outcomes, though their study found that awareness levels did not differ significantly based on parental gender or the age at which children first began playing digital games. These contrasting findings suggest that the developmental outcomes of children's online gaming are not

predetermined but are shaped to a significant degree by the quality of parental involvement, the appropriateness of the selected games, and the consistency of supervision provided during play.

Despite the growing body of literature on online gaming and early childhood development, a significant gap remains in research that specifically examines the game selection behavior of parents who are themselves enthusiastic gamers. Most existing studies approach parental involvement from a general monitoring or regulatory standpoint, without accounting for the unique knowledge base, motivations, and cultural context that gamer parents bring to their role as caregivers. Kurniawan et al. (2022) studied parental perspectives on online games among university student parents and found that higher educational backgrounds were associated with broader awareness of game-related risks; however, their study did not isolate the experience of parents who actively play games themselves. Syntiani et al. (2022) examined the relationship between online gaming and the fulfillment of children's rights in a broader social context, but similarly did not address the specific dynamics of households led by gamer parents. It is within this research gap that the present study is positioned, offering a focused exploration of how personal gaming experience shapes the preferences and decision-making processes of parents when selecting games for their young children.

Parents involved in game selection take steps to ensure adequate parental control functions during gameplay, safeguard children's privacy, and avoid inappropriate content. This study therefore seeks to gain deeper insights into how online game enthusiast parents select games for their young children in order to provide knowledge and awareness about the effects of such choices on children's socio-emotional development. The study's purpose is to identify parents' preferences in selecting games as a means to optimize early childhood social emotional development, and to understand the effects of online games on young children's social emotional growth. It is hoped that the findings of this research will provide a useful contribution for gamer parents in Indonesia and serve as a reference for future research in the fields of early childhood education and digital parenting.

METHODS

This study employed a qualitative approach with a case-study design aimed at providing an in-depth description of the situation related to the preferences of online game–enthusiast parents in selecting online games that benefit the socio-emotional skills of children aged 5–6 years.

The data collection techniques used were observation, interviews, and documentation. This study observed how parents select games for their children based on social emotional development. Observations included recording children's gaming activities, emotional responses, and parental supervision during gameplay, both directly and indirectly through parents' reports.

Interviews were conducted with parents of children aged 5–6 years as primary subjects. In addition, secondary subjects included close family members or the children's friends. Parents were asked questions about their selection of online games to understand the impact on their children's social emotional development. The data obtained were expected to provide in-depth

insights into parental preferences in online game selection in the context of children's socio-emotional growth.

The documentation technique involved recording significant past events. In this study, documentation included reports of children's social emotional development from school institutions.

The steps in the data analysis technique followed (Sugiyono, 2013): Data Collection, Data Reduction, Data Display, and Conclusion Drawing.

RESULT AND DISCUSSION

Result

Based on interviews, the three parent respondents were asked to explain their preferences in selecting games for early childhood. They stated that they have distinct preferences in choosing games. Parents who are fond of online games possess their own understanding of the basic concepts and characteristics of games. Based on this experience, parents tend to choose games that have the potential to train children's critical thinking and problem-solving skills. To prevent addiction, all three parents set gadget playtime between 60 and 90 minutes per day, adjusted to their children's daily schedules. Other considerations in game selection include reputation parents prefer games that have a good reputation and are recognized as safe for children. To ensure children's safety, parents provide active supervision to ensure games contain age-appropriate and non-violent content. In addition to selecting games, parents also offer active guidance while their children play, either directly or through parental control applications.

The impact of online games on children's social emotional development can be seen from both positive and negative perspectives. From the positive side, online games can enhance social interaction, train cooperation, and help children manage emotions. Emotionally, children also display positive emotions such as joy and pride when successfully completing challenges. However, on the negative side, a lack of supervision can lead children to imitate aggressive behaviors, use harsh language, and become indifferent. Emotionally, they may also experience excessive frustration when losing in games.

Discussion

Based on the study results, parents' preferences in selecting games are established through mutual agreements with their children. These agreements cover three aspects: benefits, playtime duration, and guidance while playing. Parents' preferences are influenced by their own experience as gamers. By understanding the basic concepts and characteristics of online games firsthand, parents are able to set clear rules for their children.

Parents not only provide access to games but also consider the benefits children can gain from playing. According to Haruna et al. (2019), games can serve as learning media that increase children's engagement and enjoyment, making it easier for them to grasp material. Parents are selective in choosing games by considering content and reputation, ensuring the absence of violence or adult material. This cautious attitude reflects parents' responsibility and involvement in maintaining a safe digital environment for their children.

Parents also strive to enforce strict rules on playtime. This time management is intended to ensure that children do not lose focus on other activities such as studying and resting. The playtime is adjusted to the children's daily routines, helping them understand that games are only a small part of a balanced schedule. With clear and consistent rules, children can enjoy the entertainment of games without sacrificing other important activities.

In practice, the three parents also apply other approaches to help children understand rules. When children ask for extra time, parents explain patiently and redirect their attention to other beneficial activities such as drawing or reading books. This strategy helps reduce children's dependence on online games and encourages them to develop interests and skills outside the digital world. This consistent approach helps children learn discipline and responsibility from an early age.

Regarding guidance, parents provide direct and indirect supervision, including the use of parental control applications. Guidance aims to train children to self-regulate and take responsibility for gadget use. Parental involvement is also demonstrated by playing together with their children, which not only strengthens emotional closeness but also serves as a real-time way to monitor game content.

The study's findings also identify positive effects of online games on children's social and emotional development. Socially, children can learn to interact, cooperate, and build relationships through communication features in online games. Online games that support teamwork can enhance children's social interaction. Emotionally, games train children to manage their emotions when facing challenges, such as learning to accept defeat and strategize. Children become calmer and more resilient when facing difficulties, which aligns with school progress reports. Games that involve problem-solving also develop children's critical thinking skills.

Nevertheless, negative impacts may arise from unsupervised gaming. Children risk imitating harsh language, acting aggressively, or becoming indifferent to their social environment. Unsupervised children may struggle to interact with others. They may also express negative emotions when losing, such as throwing gadgets or yelling. Ramadhani & Syukur (2024) explain that children are not yet fully able to control their emotions. Therefore, parents need to play an active role as good models in managing emotions.

CONCLUSION

The selection of online games for young children is based on agreements between parents and their children. Parents' roles as primary models and facilitators in their children's digital environment are crucial. They establish mutual agreements that include benefits, playtime duration, and active parental guidance. By setting clear agreements, parents can direct their children's gaming experiences toward positive outcomes. The impact of online games on early childhood socio-emotional development shows two sides. Positive effects include increased social interaction, cooperation, emotional control, and the emergence of positive emotions. However, without adequate guidance, games can trigger negative effects such as aggressive behavior, difficulty in managing emotions, indifference, and frustration when losing.

REFERENCES

- Abdullah, S. M. (2019). Social cognitive theory: A Bandura thought review published in 1982–2012. *Psikodimensia*, 18(1), 85–100.
- Adiningtiyas, S. W. (2017). Peran guru dalam mengatasi kecanduan game online. *KOPASTA: Jurnal Program Studi Bimbingan Konseling*, 4(1), 28–40.
- Akhmad Lutfi, & Benny Prasetya. (2024). Analisis tantangan pemanfaatan alat digital dalam pendidikan pada anak yang cenderung menghabiskan waktu untuk game online di MI At-Tarbiyah Sumberasih. *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan*, 6(1), 154–169.
- Akman, B., & Özgül, S. G. (2015). Role of play in teaching science in the early years. In K. C. Trundle & M. Saçkes (Eds.), *Research in Early Childhood Science Education* (pp. 237–258). Springer.
- Anggraini, E. (2019). Mengatasi kecanduan gadget pada anak. Serayu Publishing.
- Ardini, P. P., & Lestaringrum, A. (2018). Bermain & permainan anak usia dini. Adjie Media Nusantara.
- Ariantoro, T. R. (2016). Dampak game online terhadap prestasi belajar pelajar. *JUTIM*, 1(1), 45–50.
- Astuti, F. H., & Hipziah, H. (2020). Pengaruh permainan balok terhadap keterampilan kognitif anak usia 5–6 tahun di PAUD Bina Lestari Montong Are Kecamatan Kediri. *Realita: Jurnal Bimbingan dan Konseling*, 5(1), 931–936.
- Bányai, F., Zsila, Á., Griffiths, M. D., Demetrovics, Z., & Kiraly, O. (2020). Career as a professional gamer: Gaming motives as predictors of career plans to become a professional esports player. *Frontiers in Psychology*, 11, 1866.
- Dianto, R. F., Rahmadani, S., & Saputra, H. (2023). Tindakan rasionalitas orang tua dalam mensupport remaja dalam bermain game online (studi kasus: Nagari Guguk Kuranji Hilir Kecamatan Sungai Limau Kabupaten Padang Pariaman). *Jurnal Ilmu Pengetahuan Sosial*, 10(11), 5201–5207.
- Ester, & Giamulia, D. S. (2020). Metode bermain salah satu metode pembelajaran untuk anak. *Jurnal Teologi dan Pendidikan Kristen*, 3(1), 35–45.
- Firmannandya, A., Prasetyo, D., & Safitri, R. (2021). The effect of playing online games on family communication pattern. *Jurnal Studi Komunikasi*, 5(2), 336–348.
- Fitria, L., & Karneli, Y. (2019). Cognitive bias modification therapy untuk mengatasi kecanduan game online. *Jurnal Pendidikan dan Kesehatan*, 11(2), 261–268.
- Fitriya, A., Indriani, I., & Noor, F. A. (2022). Konsep perkembangan sosial emosional anak usia dini di RA Tarbiyatussibyan Ploso Karangtengah Demak. *Jurnal Raudhah*, 10(1).
- Granic, I., Lobel, A., & Engels, R. C. M. E. (2014). The benefits of playing video games. *American Psychologist*, 69(1), 66–78.
- Habibi, M. A. M. (2018). Analisis kebutuhan anak usia dini (buku ajar S1 PAUD). Deepublish.
- Hadisaputra. (2022). Strategi pemanfaatan game online dalam mendidik anak usia dini. *NANAEKE: Indonesian Journal of Early Childhood Education*, 5(1), 1–14.
- Haruna, R., Fadhlina, N. R., & Sari, W. E. (2019). Game edukasi pengenalan jenis buah-buahan menggunakan Adobe Flash. *Buletin Poltanesa*, 20(2), 45–50.

- Irwanto, I. (2021). Perancangan media game edukasi untuk mata pelajaran fisika dengan menggunakan model waterfall di SMK Negeri 2 Kota Serang. *Jurnal Inovasi Penelitian*, 1(11), 2311–2322.
- Ismi, N., & Akmal, A. (2020). Dampak game online terhadap perilaku siswa di lingkungan SMA Negeri 1 Bayang. *Journal of Civic Education*, 3(1), 1–10.
- Jasmine, N. M. (2021). Gambaran psychological well-being pada pro-player tim e-sport Indonesia. *Buletin Riset Psikologi dan Kesehatan Mental (BRPKM)*, 1(2), 1357–1368.
- Khadijah, & Armanila. (2017). *Bermain dan permainan anak usia dini*. Perdana Publishing.
- Kurniawan, F., Alfryano, J., Wibawa, J. N., & Marsella, E. (2022). Perspektif orang tua terhadap game online. *KONSTELASI: Konvergensi Teknologi dan Sistem Informasi*, 2(2), 321–327.
- Kurniawati, K. S., & Fathoni, A. (2024). Peranan orang tua dalam meminimalisir penggunaan aplikasi TikTok untuk mengoptimalkan perkembangan belajar siswa sekolah dasar. *Jurnal Elementaria Edukasia*, 7(1), 2353–2366.
- Lesilolo, H. J. (2018). Penerapan teori belajar sosial Albert Bandura dalam proses belajar mengajar di sekolah. *KENOSIS: Jurnal Kajian Teologi*, 4(2), 186–202.
- Mertika, & Mariana, D. (2020). Fenomena game online di kalangan anak sekolah dasar. *Journal of Educational Review and Research*, 3(2), 99–104.
- Pertiwi, M. S., Sanubari, T. P. E., & Putra, K. P. (2018). Gambaran perilaku penggunaan gawai dan kesehatan mata pada anak usia 10–12 tahun. *Jurnal Keperawatan Muhammadiyah*, 3(1), 28–34.
- Prasetya, R., Ardiansyah, M., & Husain, A. (2020). Pengenalan aplikasi parental control berbasis Android bagi guru di TK Cikal Harapan II. *Seminar Nasional Riset dan Teknologi*, 4(1), 123–127.
- Ramadhani, A., & Syukur, M. (2024). Pengaruh game online Free Fire terhadap perubahan perilaku agresif anak usia dini di UPT SDN Laiyolo No. 52 Kepulauan Selayar. *Journal of Sociology*, 4(3), 491–501.
- Setyawan, W. C., Sulthoni, & Ulfa, S. (2019). Pengembangan multimedia game edukasi IPA lapisan bumi untuk MTs. *Jurnal Kajian Teknologi Pendidikan*, 2(1), 30–36.
- Surbakti, K. (2017). Pengaruh game online terhadap remaja. *Jurnal Curere*, 1(1), 28–38.
- Syafrina, R., & Adiningsih, V. E. (2020). Efektivitas bermain 'Lego' untuk meningkatkan perkembangan kognitif berpikir simbolik anak usia 4–5 tahun. *Motiva: Jurnal Psikologi*, 3(1), 19–25.
- Syima, S. (2017). Kemampuan membaca huruf abjad bagi anak usia dini bagian dari perkembangan bahasa. *Early Childhood: Jurnal Pendidikan*, 1(1), 1–12.
- Syntiani, Y. L., Tutuarima, F., & Gaite, T. (2022). Kajian terhadap permainan game online dalam implementasi pemenuhan hak anak. *Cetta: Jurnal Ilmu Pendidikan*, 5(3), 253–267.
- Thaharah, A., & Mayar, F. (2022). Dampak game online terhadap perkembangan sosial emosional anak usia dini 5–6 tahun di Taman Kanak-Kanak Al-Mukhlisin Pasaman Barat. *JCE (Journal of Childhood Education)*, 6(2), 389–404.
- Uyun, M., Daheri, M., Sutarto, Nashori, F., Warsah, I., & Morganna, R. (2021). Parenting styles in dealing with children's online gaming routines. *Ilkogretim Online – Elementary Education Online*, 20(2), 44–53.

- Vitianingsih, A. V. (2016). Game edukasi sebagai media pembelajaran pendidikan anak usia dini. *Jurnal INFORM*, 1(1), 25–32.
- Warini, S., Hidayat, Y. N., & Ilmi, D. (2023). Teori belajar sosial dalam pembelajaran. *ANTHOR: Education and Learning Journal*, 2(4), 566–576.
- Widyasari, C., Shihab, M., & Khirnawati. (2019). Educational game design for early childhood. In *Proceedings of the International Conference on Early Childhood Education*. Atlantis Press.
- Wulansari, N. A., & Kurniawaty, L. (2022). Pengaruh game online terhadap perkembangan sosial emosional pada anak usia dini (5–6 tahun). *Jurnal Pendidikan dan Bisnis*, 3(2), 11–18.
- Zahra, A. D. (2023). Dampak paparan game online pada anak usia dini. *Jurnal Pendidikan Edukasi Anak*, 2(1), 156–165.