

**Politeness Behavior in Social Interaction in Terms of the Level of Interest
in Playing Online Games**

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Submitted: 07-06-2023

Accepted: 21-07-2023

Published: 01-08-2023

Abstract

Students in the current era prioritize playing online games over social interaction, so it impacts deviant social behavior for adolescents, especially those addicted to playing online games. This study aims to analyze politeness behavior in social interaction in terms of students' level of interest in playing the Garena Free Fire game. This study uses a qualitative method with a case study approach. Data collection techniques include: observation of students and parents, interviews with students and parents, and documentation. The research population were Grade V and VI *Sekolah Dasar (SD) Muhammadiyah Majaran Kabupaten Sorong*, with six students and six parents/guardians. The study's findings obtained observational data that two students did not show the aspect of speaking ethics while the other four students responded sufficiently, the aspect of responding to questions there were four students and two other students were quite good. Three students and three others did not respond in obeying their parents' orders. The habitual aspect of laughter is two students; the other four could be more responsive. This shows that the hobby of playing the Garena free fire game for students does not all have a bad impact on polite social interaction behavior but also has a positive effect. Furthermore, interviews were conducted with six parents/guardians of students, and found that all parents/guardians provided the opportunity to play games with various agreements. This study concluded that the hobby of playing Garena Free Fire online games has a positive and negative role in politeness behavior in terms of the social interaction.

Keywords: politeness behavior, social interaction, online game

INTRODUCTION

Games that are appropriate to students' age level can help students develop the strengths within themselves and their environment in various ways. The game itself is an activity carried out for entertainment or fun activities that have rules so that there are winners and losers (Akmarina, 2017; Erfan et al., 2020). Online games are electronic and visual-based games, which can usually cause several diseases due to the addictive effects of playing online games. Accessing online game applications is now very easy because they are widely available in the play store and on websites, only with a data plan can everyone download them freely, so those addicted to these games can use them freely. The existence of online game games can also have positive impacts, including being able to add many friends, being able to master computers, honing sportsmanship, making lots of money, and being able to entertain yourself. The negative impacts include: causing addiction, encouraging negative things, for example, skipping school to play games, speaking rudely and dirty, neglecting activities in the real world, and changing eating and resting patterns (Surbakti, 2017).

The existence of the game as a technology product has certain benefits as entertainment for teenagers (Syhran, 2015). Often students who play online games are more concerned with playing games than doing other activities because the existence of online games can be addictive for some people, and those who are addicted to playing online games will feel lazy to learn besides that, it is not uncommon for some to be lazy to do activities. He even thinks that his life only exists in cyberspace or in the games he usually plays. However, when playing, students can express what they feel and think. "Students can develop gross and fine muscles, improve reasoning and understand the courage of their environment, form imagination, fantasy, and creativity" (Agata, 2015). The period of students cannot be separated from playing, most of the free time of students is filled with playing. The habit of students in playing games can lead to addiction of students to continue playing games.

SD Muhammadiyah Majaran Kabupaten Sorong which is located at Jln. Jawa, Majaran Village, Salawati District, Sorong Regency. This school has the infrastructure: one prayer room, six classrooms, one canteen, one teacher's office, and two toilets. SD Muhammadiyah Majaran Kabupaten Sorong is led by Mr. Mashudi, S.Pd. as principal, eight teaching staff, and 59 students. The data above shows that the number of male students is 29 and the number of female students is 30. So the total number of students is 59, divided into 6-grade levels in SD Muhammadiyah Majaran Kabupaten Sorong. So the researchers focused on grades V and VI of SD Muhammadiyah Majaran Kabupaten Sorong, consisting of 12 students of class V and four students of class VI of SD Muhammadiyah Majaran Kabupaten Sorong, along with their parents/guardians.

Based on initial observations at Muhammadiyah Majaran Elementary School on 20 November 2019, the researcher interviewed six high-class students (V and VI), and it was found that every day at school or when they were at home, they tended to spend more time playing Garena free fire games than doing assignments given by the teacher. Students tend to be allowed to use cellphones by their parents and sometimes some of them facilitate students with cellphones that shouldn't be used to it which will have a negative impact on their social relations in the family and community environment. It was found that students of SD Muhammadiyah Majan with ages between 10-12 years playing online games. There are 19 out of 23 high school students at SD Muhammadiyah Majaran who like to play online games. By preferring to play Garena Free Fire, Mobile Legends, Clash of Clans, Hago, and others. These games are very popular with many students, ranging from SD/Madrasah Ibtidaiyah (MI), Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs), to Sekolah Menengah Atas (SMA)/Madrasah Aliyah (MA). Garena Free Fire or what is commonly called

Free Fire is an esports title that is a combination of the battle royale genre with TPS (Third Person Shooter).

The garena company makes free fire. Free Fire is a war game that gathers up to 50 players on a large map, where each player must kill the other and be the only person who can survive to become the winner (Marlita, 2021). Information media and technology have been felt by almost everyone, both in terms of negative and positive from their use. This is because access is classified as very easy or affordable for various groups, both teenagers and the elderly and upper and lower middle class. In fact, in general, students aged 5 to 12 years are the most users in taking advantage of current advances in information media and technology. Elementary school students' gadget users interact with their peers to bring up various symbolic interactions. Symbolic interactionism focuses on the interactions between individuals and groups. Mead's approach focuses on stimuli and responses. However, the stimulus here does not generate a human response automatically and without thinking (Ardiawati & Sudrajat, 2013).

When students with a high level of media use, their social interactions are indirect or mediated, their sociability tends to be low, their social sensitivity is lacking, they tend to be aggressive, they prioritize content rather than relations in communication, and they tend to be egalitarian. According to Efendi et al. (2017), the social interaction of students in the first year is minimal, especially only with their mothers, their behavior is selfish, and they don't pay much attention to their environment, so when their needs are met, they don't care about their domain anymore. At later ages, students learn to develop social interaction by learning to accept groups (society), understand responsibility, and share understanding with other people. Stepping into the teenage years of interaction and introduction or association with peers, especially those of the opposite sex, becomes increasingly important. In the end, the association of fellow human beings becomes necessary (Amali & Luay, 2019). Thus it can be said that social interaction (socialization) is an interaction between humans (social interaction) that requires each other from a very complex to a superficial level. Social interaction is defined as dynamic social interactions involving interactions between individuals, human groups, and individuals human groups (Shalahudin et al., 2016). Besides having a negative influence, online games also have a positive impact on the development of students.

Apart from being a medium of entertainment for students, online games are the results of research conducted by Harun & Arsyad (2021) shows that some online games positively influence the development of students' Intelligence Quotient (IQ). Based on this background, the researcher is interested in analyzing the level of interest in playing the Garena Free Fire game regarding politeness in social interactions with high-class students at SD Muhammadiyah Majaran Kabupaten Sorong.

METHOD

The type of research used in this research was a type of qualitative research. Qualitative research methods can be interpreted as a type of research based on the philosophy of postpositivism. This research was conducted at SD Muhammadiyah Majaran Kabupaten Sorong, grades V, and VI. The population in this study were all students in grades V and VI of SD Muhammadiyah Majaran Kabupaten Sorong. In this study, the sample was selected using a purposive sampling technique: students in grades V and VI of SD Muhammadiyah Majaran Kabupaten Sorong, totaling six people consisting of 4 students in class V and two in class VI. The sample selection is based on the level of interest in playing online games. This study's data collection techniques and instruments were observation, interviews, and documentation.

This study used research instruments in the form of observation with 18 question items, interviews with parents/guardians of students consisting of 10 question items, and student interviews with 11 question items. Before the observations and interviews were given to parents/guardians and students at home. They consulted with a professional Judgment from *Pendidikan Guru Sekolah Dasar (PGSD)* Unimuda Sorong lecturer by asking for opinions about the observation and interview instrument sheets. The lecturer checked the assessment of the observation sheet. Stating that the instrument is suitable for use, the assessed observation sheet consists of eighteen aspects, and the eighteen aspects are declared valid. The interview instrument consisted of interviewing parents/guardians and students. Parent/guardian questions consisted of 10 items, while the student interviews consisted of 11 question items. The two interviews after the expert test stated that the instrument was feasible to use.

The results of this study are guided by data derived from interviews, observations, and documentation. The aspect being studied in this study is the hobby of playing the Garena free fire game with social relations at SD Muhammadiyah Kabupaten Sorong. Data analysis is used in this research: collection, reduction, display, and conclusion. The research results are presented as a sentence description to make it easier to understand and understand. This study also uses a descriptive interpretation of the data in the form of a descriptive of the sentence as follows.

FINDINGS AND DISCUSSION

In the research results section, the researcher describes the results of the research that the researchers have done to answer the problems disclosed in the previous section by using relevant concepts. Finally, the discussion looks at the study's issue, namely the attention of students when someone speaks, responds to a conversation, helps, and jokes and laughs with someone at the home of SD Muhammadiyah Majaran Kabupaten Sorong.

The results of the analysis carried out by the researcher, namely the researcher found a hobby of playing the Garena free fire game on the social interaction of students so to find out from students Wn, students Rn, students Ai, students Vk, students Vn and students Dk along with parents/guardians of each student. The researcher filled out the student observation sheet to find out the eighteen aspects filled in according to the conduct, as for the positive and negative impacts from Wn students to Dk students who like to play Garena free fire games.

1. First Respondent Interview Results (Wn)

Researchers conducted interviews with parents/guardians of students about the hobby of playing Garena free fire games in the first respondent (Wn).

Peneliti : *Apakah anak Ibu senang bermain game online?*

Wali Siswa : *senang*

Peneliti : *Apakah yang anak Ibu mainkan adalah game free fire?*

Wali Siswa : *Sepertinya ada, dia sering bilang main FF*

Peneliti : *Apakah Ibu mengizinkan anaknya bermain game online?*

Wali Siswa : *Saya memberi kebebasan kepada anak saya untuk melakukan hal yang disukainya tidak terkecuali bermain game*

- Peneliti : *Bisakah Ibu jelaskan bagaimana hubungan sosial anaknya di rumah?*
Wali Siswa : *Walaupun dia suka bermain game, tapi dia masih dapat mengatur dengan baik hubungan sosialnya serta masih ditugaskan melakukan sesuatu yang ditugaskan padanya saat bermain game karena free fire walaupun sedikit kesal*
Peneliti : *Apakah game karena free fire dapat mengganggu interaksi anak Ibu?*
Wali Siswa : *Menurut saya tidak juga karena saya batasi*
Peneliti : *Apakah anak ibu masih sering mengobrol bersama, saudaranya dan juga teman-temannya?*
Wali Siswa : *Masih*
Peneliti : *Apakah anak Ibu sering bermain bersama saudaranya?*
Wali Siswa : *Masih bermain*
Peneliti : *Apakah anak ibu sering bermain bersama teman-temannya?*
Wali Siswa : *Teman temannya juga masih*
Peneliti : *Apakah anak ibu akan bergegas pergi jika diminta untuk melakukan sesuatu?*
Wali Siswa : *Agak sedikit kesal karena terkadang agak lambat dikerjakan*
Peneliti : *Apakah Tindakan ibu dalam mengatasi penggunaan game yang berlebihan terhadap anaknya?*
Wali Siswa : *Lebih menyibukkan dirinya kepada hal hal yang positif*

The conclusion from the results of interviews with parents/guardians of Wn students is that parents/guardians of Wn give freedom to them to do things they like, including playing games, parents/guardians as well as students know and allow them to play games, but their use is restricted. The parent/guardian said that if the game time is not limited, it will have a negative impact on social relations. Parents/guardians say that wn can still manage his social relationships well and is still assigned to do something given to him when playing the game Garena Free Fire, even though he is a little annoyed, wn still plays well with his siblings and friends. Wn still socializes well with his relatives and friends.

Furthermore, interviews were conducted with students (Wn) about daily habits when playing the Garena free-fire game.

- Peneliti : *Apakah anda bermain game online?*
Siswa : *Bermain*
Peneliti : *Apakah game karena free fire yang anda mainkan?*
Siswa : *Iyya*
Peneliti : *Apakah anda bermain game karena free fire setiap hari?*
Siswa : *Iyya*
Peneliti : *Apakah teman atau saudara anda ada yang bermain game karena free fire?*
Siswa : *Ada juga*
Peneliti : *Berapa lama anda memainkan game karena free fire dalam sehari?*
Siswa : *Setelah pulang sekolah*
Peneliti : *Apakah orangtua mengetahui jika anda bermain game karena free fire?*
Siswa : *Ibu tau*
Peneliti : *Bagaimana perasaanmu pada saat bermain game anda disuruh untuk mengerjakan sesuatu oleh orangtua anda*
Siswa : *Biasa saja*
Peneliti : *Bagaimana perasaan anda apabila pada saat bermain game, anda melihat orangtua anda yang kesusahan?*
Siswa : *Saya akan membantu*
Peneliti : *Bagaimana perasaan anda apabila pada saat bermain game, anda melihat teman atau saudara anda yang kesusahan?*
Siswa : *Saya juga bantu*

- Peneliti : Apa yang akan anda lakukan apabila pada saat bermain game ada teman atau saudara yang mengganggu anda?
Siswa : Saya marah jika diganggu main game
Peneliti : Apakah anda akan berhenti main game jika teman atau saudara anda mengajak bermain bersama?
Siswa : dikala senggang atau tidak lagi bermain game dan jika diajak bermain keluar sama teman-temannya saya akan ikut bergabung

From interviews conducted by parents then analyzed specific interviews with Wn respondents and obtained the following interview results, Wn students play the Garena free fire online game every day with their friends, parents/guardians know and allow students to play Garena free fire games, wn always doing the things assigned to him, when playing games then someone bothers him he will get angry. However, at other times he can still socialize with other people.

2. Results of Interview with Second Respondent (Rn)

The researcher interviewed parents/guardians of students with questions regarding the preference for playing Garena Free Fire games on students' social relations (Rn).

“The interview results are described as follows.

- Peneliti : Apakah anak Ibu yang bermain game online?
Wali Siswa : Bermain
Peneliti : Apakah yang anak Ibu mainkan adalah game free fire?
Wali Siswa : Sepertinya game itu yang dimainkan
Peneliti : Apakah Ibu mengizinkan anaknya bermain game online?
Wali Siswa : Saya mengizinkan
Peneliti : Bisakah Ibu jelaskan bagaimana hubungan sosial anaknya di rumah?
Wali Siswa : Rn masih dapat dengan baik mengatur hubungan sosialnya
Peneliti : Apakah game garena free fire dapat mengganggu interaksi anak Ibu?
Wali Siswa : Tidak juga
Peneliti : Apakah anak ibu masih sering mengobrol bersama, saudaranya dan juga teman-temannya?
Wali Siswa : Masih
Peneliti : Apakah anak Ibu sering bermain bersama saudaranya?
Wali Siswa : Masih bermain dengan saudaranya
Peneliti : Apakah anak ibu sering bermain bersama teman-temannya?
Wali Siswa : Masih bermain
Peneliti : Apakah anak ibu akan bergegas pergi jika diminta untuk melakukan sesuatu?
Wali Siswa : masih mau melakukan sesuatu yang diperintahkan padanya karena takut tidak diperbolehkan bermain game lagi
Peneliti : Apakah Tindakan ibu dalam mengatasi penggunaan game yang berlebihan terhadap anaknya?
Wali Siswa : Mengatur waktu bermainnya

The interview results are as follows, parents/guardians of student Rn don't like it when Rn plays games, like Garena free fire or other games. However, out of pity, Rn was finally allowed to play the game on the condition that Rn had to obey the rules made by his parents. Rn's parents said that if they weren't limited when playing the game, it would negatively impact social relations and their achievements. The parents of students noted that Rn was still able to manage his social relationships well and still

wanted to do something he was ordered to do for fear of not being allowed to play games anymore, students could still play well with their siblings and friends.

Next, the researcher interviewed respondent Rn with questions related to his playing games.

- Peneliti : *Apakah anda bermain game online?*
Siswa : *Iya*
Peneliti : *Apakah game garena free fire yang anda mainkan?*
Siswa : *Iya*
Peneliti : *Apakah anda bermain game garena free fire setiap hari?*
Siswa : *Saya bermain game online garena free fire setiap hari setidaknya setelah melewati satu babak dalam gamenya lalu istirahat sejenak kemudian melanjutkan permainannya*
Peneliti : *Apakah teman atau saudara anda ada yang bermain game garena free fire?*
Siswa : *Banyak*
Peneliti : *Berapa lama anda memainkan game garena free fire dalam sehari?*
Siswa : *Tiga jam tapi kadang istirahat*
Peneliti : *Apakah orangtua mengetahui jika anda bermain game garena free fire?*
Siswa : *Orang tua tau*
Peneliti : *Bagaimana perasaanmu pada saat bermain game anda disuruh untuk mengerjakan sesuatu oleh orangtua anda*
Siswa : *Saya akan mengerjakannya*
Peneliti : *Bagaimana perasaan anda apabila pada saat bermain game, anda melihat orangtua anda yang kesusahan?*
Siswa : *Saya tidak lihat karena fokus dengan game*
Peneliti : *Bagaimana perasaan anda apabila pada saat bermain game, anda melihat teman atau saudara anda yang kesusahan?*
Siswa : *Saya melanjutkan game*
Peneliti : *Apa yang akan anda lakukan apabila pada saat bermain game ada teman atau saudara yang mengganggu anda?*
Siswa : *Saya akan marah*
Peneliti : *Apakah anda akan berhenti ngegame jika teman atau saudara anda mengajak bermain bersama?*
Siswa : *Berhenti sebentar lalu nanti main game lagi*

From the results of interviews with respondent Rn, it can be concluded that Rn plays the online game Garena Free Fire every day, at least after going through one round in the game, then takes a short break and then continues playing, his parents also know and allow Rn to play Garena Free Fire, he always does the same thing. Told to him but has no initiative to help if not ordered, if someone disturbs him while playing games Rn will get angry, but he still wants to play with his friends or siblings if asked to play outside.

3. Third Respondent Interview Results (Ai)

The researcher interviewed the parents/guardians of Ai's students with questions regarding their preference for playing Garena free fire games on student social relations (Ai).

- Peneliti : *Apakah anak Ibu yang bermain game online?*
Wali Siswa : *Iya benar*
Peneliti : *Apakah yang anak Ibu mainkan adalah game free fire?*
Wali Siswa : *Sepertinya ada*
Peneliti : *Apakah Ibu mengizinkan anaknya bermain game online?*
Wali Siswa : *Saya ijin namun saya beri Batasan waktu*
Peneliti : *Bisakah Ibu jelaskan bagaimana hubungan sosial anaknya di rumah?*

- Wali Siswa : Hubungan sosialnya kurang bagus karena lebih banyak fokus pada gamenya saja
- Peneliti : Apakah gamearena free fire dapat mengganggu interaksi anak Ibu?
- Wali Siswa : Sangat mengganggu karena dia bermain game terkadang melanggar waktu yang saya tentukan
- Peneliti : Apakah anak ibu masih sering mengobrol bersama, saudaranya dan juga teman-temannya?
- Wali Siswa : Masih
- Peneliti : Apakah anak Ibu sering bermain bersama saudaranya?
- Wali Siswa : Sering bermain
- Peneliti : Apakah anak ibu sering bermain bersama teman-temannya?
- Wali Siswa : Bermain juga
- Peneliti : Apakah anak ibu akan bergegas pergi jika diminta untuk melakukan sesuatu?
- Wali Siswa : Sering lambat jika disuruh
- Peneliti : Apakah Tindakan ibu dalam mengatasi penggunaan game yang berlebihan terhadap anaknya?
- Wali Siswa : Membatasi paket internetnya

When the researcher interviewed Ai's parents, it could be seen that students were given the freedom to play online games with their parents, the parents of the students knew and also allowed their students to play games but limited their use and were given a schedule for playing games that their students had to comply with even though they were not fully adhered to students. The social relations are not good because they focus more on the game, and because of that the student parents limit the internet package for Ai respondents.

Next, the researcher interviewed respondent Ai about his gaming activities.

- Peneliti : Apakah anda bermain game online?
- Siswa : Bermain bu
- Peneliti : Apakah gamearena free fire yang anda mainkan?
- Siswa : Salah satunya itu bu
- Peneliti : Apakah anda bermain gamearena free fire setiap hari?
- Siswa : Saya bermain game online arena free fire setiap hari setidaknya setelah melewati satu babak dalam gamenya lalu istirahat sejenak kemudian melanjutkan permainan lagi
- Peneliti : Apakah teman atau saudara anda ada yang bermain gamearena free fire?
- Siswa : Ada, banyak bu
- Peneliti : Berapa lama anda memainkan gamearena free fire dalam sehari?
- Siswa : Tiga jam atau bisa lebih bu
- Peneliti : Apakah orangtua mengetahui jika anda bermain gamearena free fire?
- Siswa : Orang tua tau bu
- Peneliti : Bagaimana perasaanmu pada saat bermain game anda disuruh untuk mengerjakan sesuatu oleh orangtua anda
- Siswa : Saya mengerjakan yang diperintahkan orang tua
- Peneliti : Bagaimana perasaan anda apabila pada saat bermain game, anda melihat orangtua anda yang kesusahan?
- Siswa : Saya akan membantunya bu
- Peneliti : Bagaimana perasaan anda apabila pada saat bermain game, anda melihat teman atau saudara anda yang kesusahan?
- Siswa : Saya akan bantu juga bu

- Peneliti : Apa yang akan anda lakukan apabila pada saat bermain game ada teman atau saudara yang mengganggu anda?
Siswa : Saya akan marah
Peneliti : Apakah anda akan berhenti ngame jika teman atau saudara anda mengajak bermain bersama?
Siswa : Kadang berhenti kemudian lanjut lagi

The results of interviews with respondent Ai, namely that students play it every day at least after going through several rounds in the game, then take a short break and continue a few moments later, even though they have been given a schedule for playing, students often still violate it, students always do what is asked of them but do not have the initiative to help if not told, if someone disturbs him playing games students will scold him except for his parents, and rarely play outside with friends and siblings.

4. Fourth Respondent Interview Results (Vk)

The researcher interviewed the parents/guardians of Vk students with questions concerning their preference for playing Garena free fire games on student social relations (Vk).

- Peneliti : Apakah anak Ibu yang bermain game online?
Wali Siswa : Iyya
Peneliti : Apakah yang anak Ibu mainkan adalah game free fire?
Wali Siswa : Benar bu
Peneliti : Apakah Ibu mengizinkan anaknya bermain game online?
Wali Siswa : Saya mengizinkan dengan memberi Batasan waktu bermain, walaupun kadang sering dilanggar
Peneliti : Bisakah Ibu jelaskan bagaimana hubungan sosial anaknya di rumah?
Wali Siswa : Hubungan sosial kurang baik karena cenderung bermain game
Peneliti : Apakah game garena free fire dapat mengganggu interaksi anak Ibu?
Wali Siswa : Bisa mengganggu
Peneliti : Apakah anak ibu masih sering mengobrol bersama, saudaranya dan juga teman-temannya?
Wali Siswa : Masih
Peneliti : Apakah anak Ibu sering bermain bersama saudaranya?
Wali Siswa : Bermain game Bersama
Peneliti : Apakah anak ibu sering bermain bersama teman-temannya?
Wali Siswa : Sama, dia bermain game Bersama
Peneliti : Apakah anak ibu akan bergegas pergi jika diminta untuk melakukan sesuatu?
Wali Siswa : Terkadang tidak mendengar jika disuruh
Peneliti : Apakah Tindakan ibu dalam mengatasi penggunaan game yang berlebihan terhadap anaknya?
Wali Siswa : Aksesnya saya batasi

When the researcher interviewed the parents the fourth respondent, it could be seen that the students were given freedom by their parents to play online games, the parents of the students knew and also allowed their students to play games but limited their use and were given a schedule that their students had to obey even though they were not fully complied with by the participants. Students' social relations are not good because they tend to play games. Students also don't listen when their parents ask them to do something. One of the actions taken by parents of students to overcome this is by limiting their internet access.

Next, the researcher interviewed Vk respondents with questions related to their gaming activities.

- Peneliti : Apakah anda bermain game online?
Siswa : Iya bu
Peneliti : Apakah game garena free fire yang anda mainkan?
Siswa : Ada bu
Peneliti : Apakah anda bermain game garena free fire setiap hari?
Siswa : Saya bermain game online garena free fire setiap hari setidaknya setelah melewati satu babak dalam gamenya lalu istirahat sejenak kemudian melanjutkan permainannya
Peneliti : Apakah teman atau saudara anda ada yang bermain game ganera free fire?
Siswa : Ada juga bu
Peneliti : Berapa lama anda memainkan game garena free fire dalam sehari?
Siswa : Tidak tau berapa jam bu tapi sering main, kadang sampai hp lowbet
Peneliti : Apakah orangtua mengetahui jika anda bermain game ganera free fire?
Siswa : Tau bu
Peneliti : Bagaimana perasaanmu pada saat bermain game anda disuruh untuk mengerjakan sesuatu oleh orangtua anda
Siswa : Saya mengerjakan lalu kembali main game lagi
Peneliti : Bagaimana perasaan anda apabila pada saat bermain game, anda melihat orangtua anda yang kesusahan?
Siswa : Saya akan bantu orangtua
Peneliti : Bagaimana perasaan anda apabila pada saat bermain game, anda melihat teman atau saudara anda yang kesusahan?
Siswa : Saya akan bantu teman juga
Peneliti : Apa yang akan anda lakukan apabila pada saat bermain game ada teman atau saudara yang mengganggu anda?
Siswa : Saya akan marah karena mengganggu saya bermain game
Peneliti : Apakah anda akan berhenti ngegame jika teman atau saudara anda mengajak bermain bersama?
Siswa : Jarang bermain dengan teman bu

The results of interviews with respondent Vk are that students play online games every day at least after going through several rounds in the game then take a short break and continue again a few moments later, students do what they are told to do, but their parents have to order them repeatedly because sometimes students do not listen if someone disturbs him playing games students will scold him except for his guardian, and rarely play outside with friends and siblings.

5. Results of the Fifth Respondent Interview (Vn)

The researcher interviewed parents/guardians of students with questions regarding the preference for playing Garena Free Fire games on students' social relations (Vn).

- Peneliti : Apakah anak Ibu yang bermain game online?
Wali Siswa : Ada
Peneliti : Apakah yang anak Ibu mainkan adalah game free fire?
Wali Siswa : Salah satunya itu
Peneliti : Apakah Ibu mengizinkan anaknya bermain game online?
Wali Siswa : Mengizinkan namun saya tetap berikan waktu dan bermainnya harus dirumah
Peneliti : Bisakah Ibu jelaskan bagaimana hubungan sosial anaknya di rumah?
Wali Siswa : Hubungan sosialnya masih cukup bagus karena gamenya tidak setiap waktu

- Peneliti : Apakah game garena free fire dapat mengganggu interaksi anak Ibu?
Wali Siswa : Sepertinya mengganggu
Peneliti : Apakah anak ibu masih sering mengobrol bersama, saudaranya dan juga teman-temannya?
Wali Siswa : Masih berinteraksi
Peneliti : Apakah anak Ibu sering bermain bersama saudaranya?
Wali Siswa : Masih bermain bu
Peneliti : Apakah anak ibu sering bermain bersama teman-temannya?
Wali Siswa : Masih sering bermain
Peneliti : Apakah anak ibu akan bergegas pergi jika diminta untuk melakukan sesuatu?
Wali Siswa : Kadang kadang lambat bergerak
Peneliti : Apakah Tindakan ibu dalam mengatasi penggunaan game yang berlebihan terhadap anaknya?
Wali Siswa : Selalu mengawasi saat bermain game

When the researcher interviewed Vn's parents/guardians, it could be seen that the parents of the students initially did not permit to play online games (garena free fire). Still, for some reason, they were finally allowed to play games as long as they played at home to make it easier to supervise students. Still, their use was limited and given a schedule that must be obeyed by students even though sometimes it is not obeyed by students, students play it every day at home at least after going through several rounds in the game, students always do what they are told to do, if someone disturbs them playing games students behave relaxed, social interaction at home is very good with parents and with siblings.

Furthermore, the researcher interviewed Vn respondents with questions related to their gaming activities.

- Peneliti : Apakah anda bermain game online?
Siswa : Iya bu
Peneliti : Apakah game garena free fire yanganda mainkan?
Siswa : Benar bu
Peneliti : Apakah anda bermain game garena free fire setiap hari?
Siswa : Setiap hari saya bermain game ff bu
Peneliti : Apakah teman atau saudara anda ada yang bermain game ganera free fire?
Siswa : Ada juga bu
Peneliti : Berapa lama anda memainkan game garena free fire dalam sehari?
Siswa : Berapa jam ya? Sering sih bu
Peneliti : Apakah orangtua mengetahui jika anda bermain game ganera free fire?
Siswa : Orang tua tau dan mengijinkan
Peneliti : Bagaimana perasaanmu pada saat bermain game anda disuruh untuk mengerjakan sesuatu oleh orangtua anda
Siswa : Perasaan saya biasa saja bu
Peneliti : Bagaimana perasaan anda apabila pada saat bermain game, anda melihat orangtua anda yang kesusahan?
Siswa : Saya berhenti main game dan membantu orang tua
Peneliti : Bagaimana perasaan anda apabila pada saat bermain game, anda melihat teman atau saudara anda yang kesusahan?
Siswa : Saya akan membantu teman
Peneliti : Apa yang akan anda lakukan apabila pada saat bermain game ada teman atau saudara yang mengganggu anda?
Siswa : Saya akan memberitahunya jangan mengganggu

- Peneliti : Apakah anda akan berhenti ngegame jika teman atau saudara anda mengajak bermain bersama?*
Siswa : Saya akan berhenti dan ikut bermain Bersama dengan teman teman

The results of interviews with respondent Vn are that students play the Garena Free Fire game every day at home, at least after going through several rounds in the game, students always do what they are told to do, and if someone disturbs them playing games, students are relaxed, their social interaction at home is very both parents and siblings.

6. Interview Results of the Sixth Respondent (Dk)

The results of interviews conducted by researchers with parents/guardians of students can be seen in the following conversations;

- Peneliti : Apakah anak Ibu yang bermain game online?*
Wali Siswa : Benar
Peneliti : Apakah yang anak Ibu mainkan adalah game free fire?
Wali Siswa : Iyya
Peneliti : Apakah Ibu mengizinkan anaknya bermain game online?
Wali Siswa : Saya ijinan dengan waktu tertentu untuk bermain game namun karena saya jarang berada di rumah mengakibatkan anak saya memainkan game setiap ada kesempatan
Peneliti : Bisakah Ibu jelaskan bagaimana hubungan sosial anaknya di rumah?
Wali Siswa : Hubungan sosialnya masih cukup bagus
Peneliti : Apakah game garena free fire dapat mengganggu interaksi anak Ibu?
Wali Siswa : Jika bermain game, tidak mau diganggu jadi tidak bisa diajak bicara
Peneliti : Apakah anak ibu masih sering mengobrol bersama, saudaranya dan juga teman-temannya?
Wali Siswa : Masih mengobrol walaupun sedang bermain game
Peneliti : Apakah anak Ibu sering bermain bersama saudaranya?
Wali Siswa : jarang bermain dengan saudaranya karena keasyikan main game
Peneliti : Apakah anak ibu sering bermain bersama teman-temannya?
Wali Siswa : Jarang bermain juga, dia akan bermain dengan teman maupun saudaranya jika sudah dipaksa oleh orangtuanya atau jika batrai handphone miliknya sudah habis
Peneliti : Apakah anak ibu akan bergegas pergi jika diminta untuk melakukan sesuatu?
Wali Siswa : Susah untuk bergerak melaksanakan apa yang diminta ketika dia sudah bermain game
Peneliti : Apakah Tindakan ibu dalam mengatasi penggunaan game yang berlebihan terhadap anaknya?
Wali Siswa : Saya harus melakukan kesepakatan waktu bermain dengan waktu belajar begitupula waktu Bersama dengan temannya

When the researcher interviewed Dk's parents, it could be seen that students were given freedom by their parents to play online games, students were given a certain time to play games but because their parents were rarely at home resulted in students playing games every chance they had, if asked to do something students sometimes do not carry out their students due to being too serious in doing something. Students rarely play outside with friends or siblings, students play with their siblings only when their cell phone battery runs out or their parents have scolded them

Next, the researcher interviewed respondent Dk with questions related to his gaming activities.

- Peneliti : *Apakah anda bermain game online?*
Siswa : *benar*
Peneliti : *Apakah game garena free fire yang anda mainkan?*
Siswa : *Iya bu*
Peneliti : *Apakah anda bermain game garena free fire setiap hari?*
Siswa : *Saya bermain game online garena free fire setiap hari setidaknya setelah melewati satu babak dalam gamenya lalu istirahat sejenak kemudian melanjutkan permainannya*
Peneliti : *Apakah teman atau saudara anda ada yang bermain game ganera free fire?*
Siswa : *Ada juga*
Peneliti : *Berapa lama anda memainkan game garena free fire dalam sehari?*
Siswa : *Sangat sering kecuali hpnya lowbet*
Peneliti : *Apakah orangtua mengetahui jika anda bermain game ganera free fire?*
Siswa : *Orang tua tau*
Peneliti : *Bagaimana perasaanmu pada saat bermain game anda disuruh untuk mengerjakan sesuatu oleh orangtua anda*
Siswa : *Tidak nyaman karena lagi asyik main game lalu ada yang ganggu*
Peneliti : *Bagaimana perasaan anda apabila pada saat bermain game, anda melihat orangtua anda yang kesusahan?*
Siswa : *Saya tidak lihat karena fokus dengan game*
Peneliti : *Bagaimana perasaan anda apabila pada saat bermain game, anda melihat teman atau saudara anda yang kesusahan?*
Siswa : *Saya melanjutkan game*
Peneliti : *Apa yang akan anda lakukan apabila pada saat bermain game ada teman atau saudara yang mengganggu anda?*
Siswa : *Saya akan memarahinya*
Peneliti : *Apakah anda akan berhenti ngegame jika teman atau saudara anda mengajak bermain bersama?*
Siswa : *Berhenti sebentar lalu nanti main game lagi*

The results of interviews with respondent Dk are that students play online games every time they stop when their cellphones are low, when asked to do something, students seem irritated because they feel disturbed while playing games, if someone disturbs them when playing games, and students do not hesitate to cook it. Students spend their time playing online games, thereby reducing interaction and socialization with their friends, siblings, and parents

Based on the analysis of students who often play online Garena free-fire games, the rapid development of technology can affect the habituation of social interaction values in students, and this can be seen when students Ai, students Vk and students Da play where students spend their time playing online games, thus reducing interaction and socialization with their friends, siblings, and parents. These findings, reinforced by research Paremawati & Lestari (2021) that children interact less with the people around them, such as with peers and even with their families. This causes the child's relationship with parents, family, and peers to be distant (Jantaka, 2020). Besides that, the high frequency of playing games also affects social activities. Another impact of playing online games is that when doing assignments given, there are some students who are busy playing online games which reduces students' interest in completing assignments both while still at school and at home found by Setiawan (2018) that games online games tend to be played by children continuously so that it results in student social activities and even results in decreased school performance. And

the final impact experienced by students is that their interaction or level of obedience to parents also decreases, where they sometimes violate the rules that have been given by parents/guardians when they are allowed to play online games, therefore parents/guardians also teach how to use time properly and correctly. This is supported by Nurlaela & Ibsik (2017) that provides scheduled time for children to play so that they usually take advantage of the time for playing and learning. However, it does not give complete freedom to children to do the things they want and parents/guardians also provide advice by reprimanding students and parents/guardians instilling the importance of social interaction in everyday life. However, students Ai, Vk, and Dk still violate it.

As for the Wn, Rn, and Vn student respondents, although they like to play Garena free-fire online games, they still maintain good social interaction with their parents/guardians, siblings, and friends. The opportunity to play for students is a process where a student can learn about many things, such as knowledge, social sensitivity, and life. "Playing is not just having fun, playing also provides opportunities for students to develop emotional, physical, social, and reasoning abilities". When playing, students have the opportunity to show what they feel and think. "Students can develop gross and fine muscles, improve reasoning and understand the courage of their environment, form imagination, fantasy, and creativity."

Garena's penchant for free-fire online games for students Wn, Rn, Ai, Vk, Dk, and Vn, among others, students become less concerned about students' social interactions as happened to students Ai, Vk, and Vn. Even though there are still those concerned with students' social interactions, as happened to the respondents of students Wn, Rn, and Dk, they still need to be guided so that they do not negatively impact their social interactions. This indicates that parents/guardians of students play an essential role in maintaining stability in students' social interactions at home.

CONCLUSION

Based on the results of qualitative research with observation, interview, and documentation techniques carried out by students at the homes of each class V and VI students at SD Muhammadiyah Majaran Kabupaten Sorong about the Passion for Playing Garena Free Fire Games for high-class students with social interaction it can be concluded that there are students whose social relations are still excellent, namely as much as 16.67%, there are also students whose social relations are pretty good, namely as many as 33.33%, and there are also students whose social relations are not good, as many as 50%. Seeing the percentage as evidenced through observation and interviews with parents/guardians and students, it can be seen that students' social relations level has more negative impacts on students. Still, if parents/guardians of students can manage and advise students well, students will be able to manage their social relations well too. The hobby of playing Garena Free Fire online games has close social interaction in the social interactions of students. The higher the intensity of the passion for playing Garena free fire online games, the lower the social interaction of students. Conversely, the higher students can manage time, the lower the intensity of playing online games on students. Although, the hobby of playing Garena Free Fire online games is very influential for students in the process of developing their social interactions, students who cannot control themselves in matters that interfere with their social interactions are more easily influenced. Therefore, parents/guardians of students should know and understand the importance of instilling the value of social relations in children, especially in the family and community environment. In addition, make a fixed schedule so that students can play games according to mutual agreement without losing their social relationships with other people. Based on the conclusions, it is hoped that it can provide input for further researchers,

especially research focusing on the impact of online games on students' behavior and social interactions. This research can be studied in more depth with different forms of analysis and variables related to the impact of playing online games.

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