



PERAN ORANG TUA DAN PERAWAT

# MENGATASI ADIKSI GAMES PADA ANAK DAN REMAJA



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# PERAN ORANG TUA DAN PERAWAT MENGATASI ADIKSI GAMES PADA ANAK DAN REMAJA

Perkembangan teknologi yang telah meluas dan terjadi dalam berbagai bentuk dapat memberikan dampak bagi setiap penggunanya, termasuk anak-anak dan remaja. Memasuki masa-masa penting peningkatan kreatifitas dan akademiknya, anak-anak dan remaja malah dihadapkan dengan fenomena adiksi terhadap games. Orang tua memainkan peran penting dalam menyikapi kegemaran anaknya yang telah memasuki tahap adiksi terhadap games. Ada beberapa dampak baik bagi Kesehatan ataupun psikososial yang dapat terjadi pada anak-anak ataupun remaja yang mengalami fenomena ini. Disinilah orang tua kemudian dapat memberikan pendekatan yang disesuaikan dengan level kondisi anaknya.

Perawat memainkan peran yang sangat penting dalam membantu anak-anak maupun orangtua yang mengalami kesulitan dalam memutus adiksi games. Dengan memainkan peran dan fungsi yang tepat, maka perawat dapat membantu generasi muda dalam menyikapi fenomena perkembangan teknologi melalui games ini. Selain itu, memahami pengaruh dari adiksi games juga dapat membantu perawat dalam menyesuaikan pencegahan, pendidikan dan Tindakan yang tepat untuk diberikan bagi anak, remaja ataupun orang tua yang membutuhkan bantuan terhadap adiksi games ini.

Semoga buku ini dapat memberikan gambaran lengkap terkait peran orang tua dan perawat dalam menghadapi anak ataupun remaja yang mengalami adiksi terhadap games.



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# PERAN ORANG TUA DAN PERAWAT MENGATASI ADIKSI *GAMES* PADA ANAK DAN REMAJA

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## KATA PENGANTAR

Alhamdulillah kami panjatkan ke hadirat Allah Ta'ala, yang telah memberikan rahmat, hidayah, dan karunia-Nya sehingga buku ini dapat terwujud. Buku ini berjudul " Peran Orang Tua dan Perawat Mengatasi Adiksi Games pada Anak dan Remaja" adalah sebuah upaya yang dilakukan untuk memberikan gambaran kejadian adiksi games yang terjadi pada anak dan remaja sehingga orang tua diharapkan dapat memahami proses adiksi games tersebut dan melakukan Tindakan pencegahan ataupun penatalaksanaan yang tepat. Memahami alasan dan dampak dari adiksi games bagi anak dan remaja akan membantu orang tua untuk dapat melakukan pendekatan tepat yang sesuai dengan situasi dan kondisi yang terjadi pada anak di rumah. Selain itu, buku ini juga dapat digunakan oleh perawat sebagai panduan untuk memahami adiksi games yang terjadi pada anak dan remaja, serta peran dari orang tua, sehingga dapat membantu mengarahkan tidak hanya pendekatan dan penatalaksanaan pada anak, namun juga melalui orang tua. Dengan demikian sehingga diharapkan perawat dapat menjembatani penatalaksanaan yang terbaik antara anak dengan orang tua dalam mengatasi adiksi games.

Penulis berharap bahwa buku ini akan membantu perawat dalam memperluas layanan pada anak-anak usia sekolah dan remaja baik di sekolah ataupun keluarga. Akhir kata, semoga buku ini dapat memberikan wawasan dan inspirasi kepada para pembaca dalam mengatasi kejadian adiksi games yang terjadi pada anak dan remaja baik di sekolah, keluarga ataupun komunitas dengan berkolaborasi yang baik antara anak, orang tua, dan perawat secara komprehensif.

Padang, 16 November 2023

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# BAB

# 1

## BERMAIN BAGI ANAK USIA SEKOLAH

### A. Definisi Bermain

Bermain merupakan bagian hidup yang tidak terpisahkan dalam perkembangan anak. Bermain ini merupakan unsur yang sangat penting untuk membantu perkembangan fisik, emosi, mental, intelektual, kreativitas, dan juga aspek sosial anak. Bagi anak-anak, bermain digambarkan sebagai aktivitas yang dilakukan anak-anak secara keseluruhan. Hal ini termasuk kegiatan bekerja, bagian kesenangannya, dan merupakan sebuah kebutuhan bagi anak yang telah sama seperti halnya makanan, perawatan, cinta kasih, dan kegiatan-kegiatan yang dianggap anak penting lainnya.

Dalam bermain, anak-anak memerlukan variasi permainan yang bertujuan untuk menjaga kesehatan fisik, mental, dan perkembangan emosinya. Dengan adanya aktivitas bermain anak akan dapat menemukan sumber kekuatan serta klemahannya sendiri, arah dari minatnya, serta cara-cara menyelesaikan tugas-tugas bermain, dan lain-lain (Soetjningsih, 1998). Konsep integrasi bermain pada anak usia sekolah, dapat diterangkan sebagai berikut:

#### 1. Anak Usia Sekolah

Anak usia sekolah menghabiskan waktunya tidak hanya fokus pada pendidikan formal, namun juga sangat penting untuk memiliki kegiatan bermain. Pada usia ini, secara umum aktivitas fisik anak semakin tinggi dan kemampuan motoriknya semakin kuat (Desmita, 2008). Anak akan menjadi semakin mandiri karena mulai adanya

# BAB 2

## ADIKSI TERHADAP GAMES

### A. Teknologi Digital: *Video Games*

Perkembangan teknologi telah membawa beberapa dampak negatif, salah satunya adalah kecanduan teknologi. Kecanduan komputer dan kecanduan *game* digital adalah dua kecanduan teknologi yang tersebar luas (Hazar & Hazar, 2017). Kecanduan *game* digital terutama berdampak pada kehidupan anak-anak (Erboy, 2010). *Game* digital diprogram dengan berbagai teknologi dan memungkinkan pengguna untuk login dengan lingkungan visual (Çetin, 2013). Permainan-permainan ini, yang diprogram dengan berbagai perangkat lunak dan menggunakan berbagai teknologi, juga diklasifikasikan sebagai permainan konsol digital, permainan komputer, dan permainan online menurut teknologi yang digunakan (Gokçearslan & Durakoglu, 2014).

Ketika literatur dikaji, penelitian menunjukkan bahwa *game* digital memiliki banyak efek positif dan negatif pada pemainnya. Selama beberapa tahun terakhir, semakin banyak penelitian tentang berbagai manfaat yang terkait dengan bermain *game* telah dilakukan. Kepuasan kebutuhan psikologis mendasar, kenikmatan peristiwa yang bermakna, dan dampak yang menguntungkan pada hubungan antarpribadi adalah semua penelitian ini dilihat dalam kaitannya dengan keadaan afektif yang menyenangkan dari permainan digital (Reer & Quandt, 2020). Namun, telah terbukti bahwa *game* digital berdampak negatif terhadap perkembangan kognitif, afektif, sosial dan fisik (Hazar & Hazar, 2017). Mengingat cara bermain



# BAB 3

## EFEK *GAMES* BAGI KESEHATAN ANAK

### A. Dampak Positif *Games* Bagi Anak

Beberapa penelitian lain menunjukkan hasil sebaliknya, bahwa permainan *games* dapat berdampak positif pada para pemain dan meningkatkan imajinasi dan pembelajaran diri (Rosas *et al.*, 2003), pemikiran pemecahan masalah (Hong dan Liu, 2003), pertumbuhan penalaran spasial dan kemampuan kognitif spesifik (Okagaki dan Frensch, 1994) pada anak-anak. Anak-anak akan tumbuh dan hidup dengan inovatif, terutama dengan perkembangan dunia teknologi seperti saat ini, dimana akan sangat sulit bagi anak-anak untuk menghindar dan tidak terpapar dengan *games* dalam aktivitas sehari-hari, dunia pendidikan dan variasi permainan lainnya. Hal ini menuntut anak-anak untuk dapat fokus pada bagaimana proses permainannya dan kegiatan anak-anak yang penuh dengan target dan misi, yang bermakna sekaligus memperkaya berbagai proses kognitif seperti kreativitas dan kemampuan imajinasi mereka. Hal ini seperti membawa anak-anak untuk berada pada dunia baru yang ingin mereka kuasai, dan terkadang menumbuhkan sisi kompetitif pada anak-anak dengan keterlibatan pihak/anak lain di dalamnya.

Proses perkembangan kreativitas adalah masa yang tidak akan terjadi kembali di masa dewasa kecuali, dimana hanya dapat berkembang pesat di masa kanak-kanak dan semenjak kehidupan anak-anak hari ini anak-anak telah dikaitkan dengan teknologi, sebagai salah satu metode terpenting untuk mendidik kreativitas anak-anak melalui alat teknologi. Pada era informasi

# BAB

# 4

## PERAN ORANG TUA DAN PERAWAT

### A. Peran Orang Tua

Pola asuh didefinisikan sebagai proses mendukung dan mendorong pertumbuhan fisik, emosional, sosial, dan intelektual anak sejak bayi hingga dewasa (Keya *et al.*, 2020). Gaya pengasuhan secara umum dapat diklasifikasikan sebagai positif atau negatif, terlepas dari banyaknya klasifikasi yang tersedia dalam literatur. Pola asuh positif terdiri dari partisipasi proaktif, dorongan, kasih sayang, dan penerimaan, sedangkan pola asuh negatif melibatkan hubungan permusuhan, ketidakpedulian, toleransi, dan tindakan disiplin fisik (Parent & Forehand, 2017). Gaya pengasuhan, yang diketahui memiliki pengaruh besar terhadap perkembangan anak-anak dan remaja, juga memiliki peran besar dalam penggunaan Internet dan teknologi terkait oleh anak (Özgül, 2019). Menurut penelitian, pola asuh negatif mempunyai hubungan yang merugikan dan signifikan dengan kecanduan digital. Durkee *et al.* (2012) menemukan bahwa partisipasi orang tua yang buruk menunjukkan risiko relatif tertinggi kecanduan dalam penelitian besar yang mencakup remaja. Menurut penelitian, berbagai faktor yang berhubungan dengan pola asuh berdampak pada masalah kecanduan. Ini termasuk ketidakpuasan hubungan keluarga (Conrad, 2017), trauma masa kecil yang disebabkan oleh pola asuh yang buruk (Oskenbay *et al.*, 2016) dan penolakan orang tua (Schneider *et al.*, 2017), dan pola asuh permisif (Anandari, 2016; Lo *et al.*, 2020). Lebih lanjut, penelitian menunjukkan hubungan yang signifikan antara demokrasi (Tat

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