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ANALYSIS OF ESPORT INTERPRETATION IN CHILDREN

D Yuliawan^{1*}, M Y Rizky²

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^{1,2} Department of Physical Education, Universitas Nusantara PGRI Kediri, Indonesia

*Corresponding Author: dhedhy_jogja@unpkediri.ac.id

Abstract: The problem of children's interpretation of esports is used as the basis for this research. The lack of understanding of children playing games is the basis of the problem as a material for this study. Besides, the child's habit of playing di gadget games has a negative and positive impact on development. So we need a more in-depth study with an analysis of esports interpretation in school children. The research subjects used were school children who played in gadget games, with the sampling technique using quota sampling and purposive sampling. So that obtained a sample of 144. Collecting data in this study by filling out a research questionnaire that was distributed via google form as a medium. This was done because the research took place during the Covid-19 Pandemic. The result of this research is that the categorization of respondents is 0 respondents (0%) do not know, 1 respondent (1%) is doubtful, 3 respondents (2%) do not know, 122 respondents (85%) know, and 18 respondents (13%) very knowing. The highest frequency is found in the knowing category, so it can be concluded that the results of the esports interpretation of children playing gadgets are in the knowing.

Keywords: Interpretation, Esport, Childern

1. Introduction

The impact of these technological advances is broad in the scope of human life, one of which is in the field of sports. Sports have a unique character and change according to the needs of the players. Because in the field of sports it also requires technological development to encourage the progress of the sport itself. Entering the development of the world of technology, sports are also experiencing developments in it. Currently, many sports use technology as part of sporting activities. As in football, which uses VAR (Video Assistant Referee) as a decision-making aid for a referee when something goes wrong in an incident on the field. Besides, there is a smart fit that is used as a functional organ recorder. Its function is to record human physical activity to monitor progress in training and physical activity. These two examples are just a few of the descriptions of technological advances that have become part of sports. So it must be realized that progress is something that must be followed by its development, it is not and cannot be avoided.

The technological advancement in a sport that has recently become popular in Indonesia is esports. Esports is one of the impacts of technological developments that must be followed. Even though there is still flow between esports which are categorized as sports due to physical contact (Difranco-Donoghue, Balentine, Schmidt, & Zwibel, 2019), the existence of esports in Indonesia continues. The debate over whether esports is a sport started in 1999

when the Online Gamers Association (OGA) was inaugurated by the Euro Gamers at the Sports Academy in London founded by Mat Bettison (Gestalt, 1999). This is an example that technological progress cannot be denied. So the next homework is how to respond to these technological developments because along with these developments social and cultural problems arise that must be resolved.

The development of technology must be a serious concern of the government in the framework of "Towards Advanced Indonesian Superior Human Resources". Because national development in a country needs the quality of Human Resources (HR). This is because human resources can provide and change to build a country for the better. Apart from the development of esports in Indonesia, in the realm of education, it is also starting to follow these developments. This is because the actors of esports are mostly children and adolescents who are of school age, even the discourse of esports will be included in the realm of the curriculum has been echoed as a subject in school. Menpora explained that esports must be included in the educational curriculum to facilitate the talents of children who like games on gadgets (Indonesia, 2019). With this, it is necessary to re-examine the values contained in esports. According to field observations, problems were found as a result of these technological developments. Among other things, children are relatively addicted to gadgets or cellphones. Judging from the research results of junior and senior high school children who are addicted to mobile phones can have a decreased risk in academics, feelings of anxiety, and the appearance of depressive symptoms (Utami, 2019). Furthermore, there is a significant relationship between children aged 11-12 years who are addicted to gadgets and emotional and behavioral disorders (Asif & Rahmadi, 2017). Seeing from this opinion, it seems that the negative influence is given by gadgets to children. According to the observations made, many children play gadgets more often than reading books or studying. Children often play digital games as entertainment, and some even argue that a profession on behalf of every game on the gadget is an esports. This is a contradiction between the discourse of the Menpora which wants to include esports in the educational curriculum. However, there are studies that state gadgets have a negative impact. So it is necessary to provide a more basic study to be able to provide children's understanding of esports so that they are not being scapegoated for the reason of playing digital games.

Judging from the above problems, it seems clear that the child's lack of understanding of exports is the benchmark in this study. So in this study explores the understanding of children playing gadgets on esports. In other words, do children who play in gadget games have an understanding of esports? This becomes the basis for a more basic study because many people still don't understand about esports. So that in the future it can be used as consideration for including esports in the educational curriculum.

2. Literature Review

In Indonesia, esports is a new thing without realizing its continuity in society. Indonesian people do not realize the role of esports in itself so that people's understanding tends to be seen only on one side. Besides, the understanding of esports in society is only seen from the negative side. As what happens, the phenomenon of esports in Indonesian society is a game played by the community, especially school children. Most schoolchildren tend to interpret esports as just a game in a virtual game or on a gadget. So that children who play these games do not know the basic principles of esports. Along with the development of gadgets in Indonesia, supported by games that can be played on the gadget, it has an unfavorable impact. This is that children often play the game all the time without knowing the limits of the game. By the basic principles of esports, sports are carried out using electronic technology in their

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implementation. This sport is a form of the game which contains competitive elements (Difranco-Donoghue et al., 2019). Esports is a part of sports because in esports there are characteristics that meet to be included in the sports category. The things that are obtained in esports are, as follows: (1) extraordinary motor skills, (2) having a pulse equivalent to a marathon athlete, (3) training is required for body position problems, (4) nutritional control and nutrition well, and (5) have an age limit (Abraham, 2019). However, there is still debate regarding the inclusion of esports in the sports category. even so, the development of esports in Indonesia cannot be stopped. The development of esports itself cannot be separated from the effects of technological developments. The technological development that is meant is the development of increasingly advanced gadgets in Indonesia. Esports does not only use gadgets but computers and portable games as facilities. Along with the development of gadgets embodied in smartphones, it has become a major driver of esports development in Indonesia.

As explained in the following opinion that e-sport may satisfy the physical element in certain play modes, its currently weak social function would render it as just an economic activity in the eyes of the European Union. Nevertheless, particularities of e-sport due to its virtual element, intellectual property-based means of production, and diversified means of playing should be taken into account when the time comes for a definite judgment on e-sport's status as sport (Abanazir, 2019). This means that esports can provide the satisfaction of physical elements in meeting economic needs, but the characteristics of esports are having intellectual property and various ways of playing that can make esports part of a sport. This is because the perceptions of the Indonesian people still consider playing video games or online games in the esports category. Although the characteristics of each video gameplay are different, some games are competitive. Furthermore, it is explained that the reason about esports is included in the sports section because it has the following characteristics: (1) competitive, (2) mental and physical readiness, (3) skills that are continuously honed, (4) rules and game code (Barus, 2018).

Esports has been recognized as a sport in 2007 in one sporting discipline at the Asian Indoor Games (AIG) with the match number at that time being FIFA 2007, Need For Speed, NBA Live 2007. Furthermore, in the study of esports conducted by Ingo Frobose in The German Sports University has found results consistent with the characteristic of the sport that esports players experience physical injuries similar to athletes in general. Excessive playing could lead to major physiological, social, and mental problems such as gaming disorder or burnout. However, we need to carry out more studies to prove the potential psychological, social, and mental effects of esports (Martinez L, 2019). From some of these opinions, the debate about esports being included in sports or not has been temporarily broken by this opinion. As defined by the Oxford English Dictionary, a sport is "an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment." Under this definition, we believe esports is as much of a sport as any other, and one that at the highest levels requires intense training and focus (Merwin et al., 2018). From this explanation, it can be emphasized that esports is a sport that involves physical activity. However, there are still many who cannot accept it when esports is included in a sport. however, to become a professional esports player requires regular, structured, and measured practice. As explained by (Merwin et al., 2018) "Professional esports teams train for up to 8 hours a day, have coaches, trainers, and nutritionists on staff, and players receive base salaries, just like any pro sports league". So it is possible if esports are included in the sports classification. esports is if is a video game played for a specific purpose with players one on one or more in groups. Esports (electronic sports) is competitive video gaming, where

people play against each other online and also at spectator events in indoor arenas, usually for a cash prize (BEA, 2017). Esports are played by both amateurs and professionals and tournaments are usually mixed gender. Esports can be played on PCs, consoles, and mobiles. From the above explanation, it can be concluded that esports is a sport that uses video games in its implementation which can be played on gadgets, PCs, or game consoles.

Esports is one example of the development of technology in the world that is synchronized with sports. So esports can be said to be technology in sports. The sport itself has rules about human movement in its implementation. So this makes disagreements about esports as a sport. Seeing from the definition of esports itself and confirmed by the experts and the studies conducted, then esports can be included in the sports category (Clapperton, 2015). Because the characteristics of esports have entered the sports elements. So it can be concluded that esports has characteristics that can be said that its implementation contains sports elements. The characteristics of esports depart from the game world. However, every game on gadgets and computers cannot always be included in the realm of esports. Gaming (game players) is not necessarily said to be an esports because of the purpose of implementing the game. Gaming is gamers for entertainment purposes only. Meanwhile, esports is a profession by playing games. This means playing games to become a profession by playing games. Esports players are required to be professionals with exercises that are carried out in a programmed, structured, regular, and accountable manner. It's different with gaming, which is only limited to filling spare time for entertainment by playing games without going professional.

Judging from some of the opinions above, it can be explained that esports is an electronic sport by playing competitive digital games, PCs, or consoles. The nature of esports has a positive impact. However, esports is following the rules of the sport that must be implemented and understood by children. So that children do not assume that every game on the gadget is an esports.

3. Method

The method used in this research is quantitative with the research technique using a questionnaire. In the previous research process, the research instrument was tested to obtain the validity and reliability of the instrument. The procedure for data collection uses a questionnaire via google form which is distributed to respondents. The grid from the questionnaire used in this study is as follows:

Tabel 1. Research Instrument Grid

Variable	Factor	Indicator	No. question
Interpretation esports	Defination	Defination game online	1 s.d 12
		defination Esports	
	Understanding	Understanding of Esports types	13 s.d 31
		Understanding of the differents between esports and game online	
meaning	Reasons to play esports and game online	32 s.d 40	

After testing the instrument, it was found that each question was declared valid with a validity value of 0.83 and a reliability of 0.89. Then the instrument can be used as a data collection tool in this study.

The target respondents are children who play digital games with a google form forward link that has been provided. So the sampling technique in this study is a combination of Accidental Sampling and Purposive Sampling. This means that sample selection does not necessarily take into account opportunities, because the questionnaire in the form of a google form link is forwarded from the respondent to one another. To limit the sample, criteria are needed for sample selection, namely respondents who play games on gadgets only are taken as samples. The reason for taking the sampling technique is because the respondent is a large community and the number of its population is unknown. So that the number of samples obtained is 144 out of 183 respondents who have filled out and sent a questionnaire in the form of google form. Then selected based on data entry from respondents who stated that gadget users are also gadget fans.

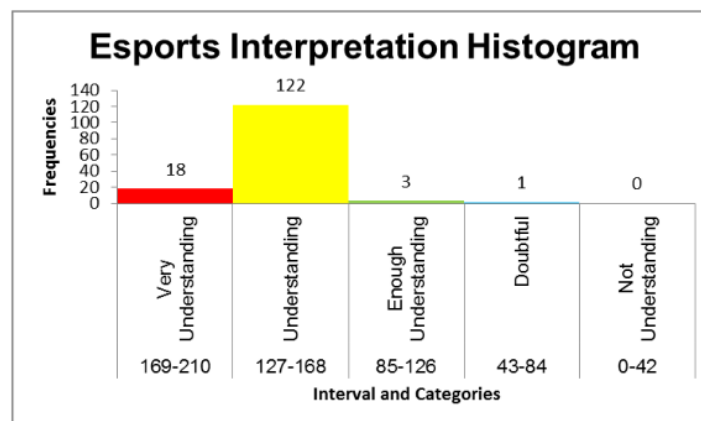
4. Result and Discussion

After obtaining research data based on filling out the questionnaire, the research data can be presented as follows:

Tabel 2. Distribution of Esports Interpretation Frequencies

Interval	Categories	Frequencies	Cumulative Frequency	Relative Frequency
169-210	Very Understanding	18	18	13%
127-168	Understanding	122	140	85%
85-126	Enough Understanding	3	143	2%
43-84	Doubtful	1	144	1%
0-42	Not Understanding	0	144	0%
		144		100%

From the table above it can be seen that the results of the respondent category are 0 respondents (0%) do not know, 1 respondent (1%) is doubtful, 3 respondents (2%) do not know, 122 respondents (85%) know and 18 respondents (13%) are very knowledgeable. The highest frequency is found in the knowing category, so it can be concluded that the results of the esports interpretation of children playing gadgets are in the knowing category with 122 respondents (85%). If displayed in the form of a histogram it can be seen as follows:



Picture 1. Esports Interpretation Histogram

This study aims to describe the interpretation of school children on esports by analyzing data using percentages. After the analysis was carried out, the results obtained were that of the esports interpretation analysis of children playing gadgets in the knowing category with 122 respondents (85%). Judging from the results of the study, it was found that respondents knew esports, meaning that schoolchildren's interpretation of esports was in the understanding category. This is because the development of technology is one of the factors driving school children to understand esports faster without any approach or transfer of knowledge from school. Besides, the habit of school children by using gadgets more often triggers children to open their knowledge. Gadgets can provide a child's mindset to regulate, process, and help improve the right brain during parental supervision (Chusna, 2017). The positive side of the gadget does look faded because the negative impact is more highlighted. Besides, a child's mindset is more likely to be influenced by gadget (Witarsa, Mulyani, Urhananik, & Haerani, 2018). Apart from the problems that arise from the use of gadgets, the results of this study cannot be denied that with gadgets children will be more active in knowledge about esports. In other words, children tend to understand more about esports before the knowledge of esports is taught through education. However, the esports context described from the results of this study is still the basis for further research, because the definition of esports itself is still quite broad with the essence of the sport itself.

The world of education is strategic in the development of esports because the target of esports is school children. The tendency of children to use their gadgets is a factor in the development of esports among the community. The realm of education also cannot let go of hands by ignoring the development of esports among school children. This is because school children understand esports better than parents and/or children who use gadgets will be more likely to play digital games. Even esports-themed competitions have been carried out and encouraged in the school environment (Faherty, 2018). Besides, several schools and colleges have included esports material into learning. SMA 1 PSKD since the 2016/2017 academic year has included an esports program based on the educational curriculum (SMA 1 PSKD, 2017). So that the word esports has become accustomed to school children. therefore with the results of this study as a basis for considering that technological progress, especially regarding esports, cannot be denied and needs attention from the government. Apart from the world of education, esports which is developing among the community has become a promising business area. With the existence of many sponsors who hold esports match events, it can be said that esports is also included in its economic perspective. So that the phenomenon of the development of esports has penetrated the industry in sports. because esports is a product that is produced for sports entertainment with a large amount of potential. The majority of esports actors are children to adolescents who are the sponsors' business field. Esports is a source of sports entertainment with the perpetrators incurring costs to run (Pizzo et al., 2018). Not only the perpetrators but from the entertainment side also came from people who came to see esports matches (Sjöblom & Hamari, 2017). Judging from this phenomenon, the government must be more detailed in interpreting esports, because seeing the subject of esports players and the negative and positive effects it causes still needs deeper studies.

5. Conclusions

The conclusion that the researchers took in this article is that the interpretation of esports in children is the basis for making esports into the realm of education and in the field of business. This is because the development of esports cannot be denied, so the government

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