



PROCEEDINGS

B-13



RETHINKING MULTICULTURALISM: MEDIA IN MULTICULTURAL SOCIETY

November 7th – 8th 2012

Keynote Speakers:

Prof. Krishna Sen (University of Western Australia)

Prof. Chua Beng Huat (National University of Singapore)



Reviewers:

Dr. Nik Norma Nik Hasan (Universiti Sains Malaysia)

Aswad Ishak, M. Si (Universitas Muhammadiyah Yogyakarta)

Tri Hastuti N.R, M. Si (Universitas Muhammadiyah Yogyakarta)

Firly Annisa, M.A. (Universitas Muhammadiyah Yogyakarta)

Editors:

Aswad Ishak, M. Si (Universitas Muhammadiyah Yogyakarta)

Yeni Rosilawati, M. M. (Universitas Muhammadiyah Yogyakarta)

Wulan Widyasari, M.A. (Universitas Muhammadiyah Yogyakarta)

Organized by :



Universitas
Muhammadiyah
Yogyakarta



komunikasi:umy
Be Creative, Inspiring People



USM

UNIVERSITI
SAINS
MALAYSIA

Hawasi, (2007), "Aktualisasi Paradigma Multikulturalisme dan Transformasi Budaya Indonesia", dalam *Frame FISIP UPN* Jakarta, Edisi ke 2 (Dua) page 77-87.

Ibrahim, Idi Subandy, (2007), *Budaya Populer sebagai Kontur Dinamika Popscape dan Mediascape di Indonesia Kontemporer* Jalsutra: Yogyakarta.

Piliang, Yasraf Amir, (2011), *Dunia yang Dilipat: Tamasya Melalui Batas-Batas Kebudayaan*, Matahari, Bandung.

Kushendrawati, Selu Margaretha, (2011), *Hiper Realitas dan Ruang Publik Sebuah Analisis Cultural Studies*, Penaku, Jakarta.

Kusno, Abidin, (2009), *Ruang Publik, Identitas dan Memori Kolektif Jhal Pasca-Suharto*. Ombak: Yogyakarta.

Shields, Rob, (2011), *Virtuall: Sebuah Pengantar Komprehensif Jalsutra* Yogyakarta.

Sirry, Mun'im A, (2003), "Agama, Demokrasi, dan Multikulturalisme dalam Kompas, 1 Mei 2003.

Slouka, Mark, (2000), *Ruang yang Hilang*, Gramedia: Jakarta.

Stokes, Jane, (2007), *How to Do Media and Cultural Studies*, Benteng Yogyakarta.

Storey, John, (2006), *Cultural Studies dan Kajian Budaya Pop*, Jalsutra Yogyakarta.

Thwaites, Tony et al. (2009). *Introducing Cultural and Media Studies Sebuah Pendekatan Semiotik*. Jalsutra: Yogyakarta.

Yani, Buni, (2003), "Berharap pada Media dan Masyarakat Madani", dalam *Kompas*, 14 September 2003.

Grellovejogja.wordpress.com/2009/03/29/fenomenafacebookdiindonesi (Diakses tanggal 29 Maret 2009)

Socialbakers.com (Accessed on May 2, 2012)

Tiatri, S.
Jap, T.
Christanti, V.
Sari, M.
Oktorina, K.

Universitas Tarumanagara

Abstract

Online games are widely known in Indonesian youth community. Despite of the facts that Online Game contributes to youth knowledge in English and motoric-skill, the technology has been identified as having some negative impacts. These negative impacts need to be minimized. Guidelines regarding the way to deal with the impact of online game playing need to be accommodated from various parties, including teenagers. Adolescence is a stage of life characterized by the development of critical thinking skills and is strongly influenced by the surrounding environment. The aim of this study was to describe the guidelines proposed by youths of two different cultures (i.e. Manado and Yogyakarta) for public policies related to Online Games. Data were collected through focus group discussions conducted in two groups of students in private high schools in the city of Manado and Yogyakarta. Analysis of the discussion suggests that there are similarities and differences between the two groups of adolescents in different cultures. The youths' recommendation for guidelines could be used as part of the references for preventing and dealing with the negative impact of Online Game.

Keywords: Online Game, Culture, Youth, Guidelines.

Introduction

Online game is a game played over a computer network or the internet equivalent technology (see Oktorina, Jap, Tiatri, Halim, & Jaya,

games allow players to play simultaneously in one time, although not in one place. Although online game has only been recently developed in the last 10 years, but the number of online games users in Indonesia is increasing rapidly. Detiknet.com on February 6, 2009, reported that the number of online game users in Indonesia reached up to about six million people. Approximately half of the number of the users of online game are students. These data is also in accordance to the results of interview with the Lolly Amalia of the Ministry of Communication and Information of the Republic of Indonesia (Sadar, 2008), the number of online game players totaled at least 30 million people.

The impact of online games were studied extensively in around the world. One study that looked at the negative effect that might arise in online-games was conducted by Williams and Skoric (2005). The research is related to the use of online-games with aggression. For one-month this longitudinal research on 200 respondents found that the aggression that appears varies associated with their long-time play, the type of game place and instrument playing, as well as age. The longer the time-playing tendencies of aggression will increasingly emerge. In addition, types of games also determine the level of aggression. The aggression on fantasy game will be lower than the first person shooter game. Playing alone at home also reduces aggression than playing with others in the internet cafe for example.

Besides aggression, another negative concern about online-games is the level of addiction that can lead to psychological problems. Charlton and Danforth (2007) tried to distinguish between addictions with a high attachment on online-games. From the test gauges, they discovered the the binding-nature of online-games makes a player to become bound in the minimum scale and addicted in the maximum scale.

These negative impacts need to be minimized. Guidelines regarding the way to deal with the impact of online gaming need to be accommodated from various parties, including teenagers. Viewed from Piaget's cognitive development, teenagers or adolescent is in a stage of formal operational which is characterized by their ability to use (a) combinational logic, (b) propositional thinking, (c) proportional reasoning, and (d) hypothetical reasoning (McInerney, 2006). The capacity to use combinational logic,

propositional thinking means that they can use logic with concrete things, but they could work through statements of an argument in their mind. The capacity to be able to use proportional reasoning means they could apply their concept of ratio and suggestion to solve problems. The capacity to use hypothetical reasoning means that they could make abstraction toward the structure of the point of view from its content and argue hypothetically. As the implication of the teens' capacity to use formal operational thinking like the adult do, their view and guidelines will be useful to be considered in developing policy related to their lifestyles.

The teens' behavior could not be separated from the influence of their environment. Bronfenbrenner (1979) recommended four systems to analyze the environment for explaining individual behavior. The four systems are micro-, meso-, macro-, and chrono-systems. One part of macro system that influence individual behavior is culture. Culture is learned and acquired early in individuals' life (Hofstede, Hofstede, & Minkov, 2010).

Defining a culture is not an easy task. Culture as a concept is historical. It's established senses and uses result from its usage within various discourses (Hartley, 2002). One of the convincing models came from Hofstede, Hofstede and Minkov (2010:6). They argued that culture is learned, and "shared with people who live or lived within the same social environment, which is where it learned". Hofstede et al. (2010) recommended four concepts to described manifestations of culture, namely symbols, hero, rituals, and values. Among the four concepts, values represent the deepest manifestation of culture.

However, due to the nature of value that is acquired so early in individual lives, Hofstede et al (2010:11) argued that many values remain unconscious to the holder. They cannot be discussed, nor directly observed. The values "can only be inferred from the way people act under various circumstances". Furthermore, Hofstede et al. (2010:29) reminded us that in interpreting people's statement about their value, we need to differentiate between desirable (what ought to), and the desire (what to be wanted). The two concepts were differed in the nature of norm involved, which is "the desirable relates more to ideology, the desire to practical matters". Based on the Hofstede's et al. (2010) arguments, interpretation regarding people statements regarding values need to be done very carefully.

behavior in handling online game could use several theories or models of them is the comparison of value dimensions introduced widely by Schwartz. Using the value dimensions, we could understand the attitude, considerations, and even the ideology which influences the person's behavior in online gaming. One of the advantages in using value dimensions is that it enables us to compare two cultures and their impact on behavior.

Schwartz (1996) reviewed many definitions of values and identified major features on which most theorists agree. First, values are beliefs, which values and beliefs are not objective ideas. Rather, that the values are infused with feeling when they were activated. The second feature of values is that they refer to enviable goals and to the modes of manner to encourage these goals. The third feature of values is that values are beyond specific actions and situations. For example, obedience is relevant at work or schools, but might not be relevant in the relationships with others. The fourth feature of values is that values serve as standards in making selection or evaluation of behavior, people, and events. The fifth feature of values are structured by importance relative to one another. Based on the review, it is possible to analyze teens' statements to understand their value and behavior, because from the teens' opinion statements, we can infer their evaluations toward behavior, people, and events.

The aim of this study was to describe the views and guidelines used by the youth of two different cultures (i.e. Manado and Jakarta) for public policies related to online game playing. Current research is a part of a larger scope (national scope) study regarding children and adolescents' behavior related to online game playing which could be used as a consideration for establishing recommendation for government to minimize the negative impact of online game playing. Manado and Jakarta are two big cities represented two of big island in Indonesia, namely Sulawesi and Java.

Participants were two groups of students in private high schools in the city of Manado (later named as School M) and Yogyakarta (later named as School Y). Both groups of students consisted of seven students. In School M, the group consisted of students from three classrooms of grade 11; while in School Y, the group consisted of students from two classrooms of grade 11. Their age ranged between 15 and 18 years old. From seven students in each group, two of them were girls, and the rest were boys. They were randomly selected from the class, four to five students represented the students who played online games, and one or two students represented students who do not play online games.

In addition to the students who participated in Focus Group Discussion, other participants were two teachers who have good knowledge of both, game online and the local culture. The first is Mr. S, aged about 53 years, an English teacher and deputy school principal. The second is Mr. S, aged about 45, a Religion teacher and deputy school principal. Both of them are selected due to their concern on online game playing, their good knowledge in game online and the local culture.

Setting: Two Different Cultural Background Cities

The study is conducted in two big cities in two big islands in Indonesia, namely Manado and Yogyakarta. Manado city is the capital city of the province of North Sulawesi. Information gathered from manadokota.co.id (Pemerintah Kota Manado, 2012), sulut.bps.go.id (Badan Pusat Statistik Provinsi Sulawesi Utara, 2012), and manadokota.bps.go.id (Badan Pusat Statistik Kota Manado, 2012), showed that Manado covers 15,902 km² square area, with the population is 410,481 people (data in year 2010). The population of North Sulawesi province is 2,265,937 people, and Manado city is the densest city in the North Sulawesi province. The vision of Manado is "model city for ecotourism", and the motto of Manado city is "sitiou timou tumou tou", which means "manusia hidup untuk memajukan orang lain" or "human purpose in life is to nurture and educate others".

Yogyakarta city is the capital city of the province of Yogyakarta Special Territory. Information gathered from yogyakarta.bps.go.id (Badan Pusat Statistik Kota Yogyakarta, 2012), and jogjakota.go.id (Pemerintah Kota

views, kind environment and civic society with the spirit of "menguning bawana", which means "cita-cita untuk menyempurnakan syarakat" or "the ideals is to complete the society".

In short, the two cities are the capital of a province, and they have a similar population size. However, with regards to the area, the density in Manado is much lower than Yogyakarta. Based on researcher observation in Manado, there are many open public spaces where people can hang out, gathering and do some open air activities. The situation is different in Yogyakarta. With its density, there is limited public space where people can gather. People tend to stay at home or have gathering in small, enclosed public area.

A comparison study needs control over variable that could influence the difference variable which needs to be explored, namely teen view on online game playing. Unless the different background, the two schools selected for this study (School X and School Y) were equal. First, the schools are one of the best schools in their region. Second, they were under the management of foundations with the same religion. Third, the influence and authorization of the foundation are strong in both schools. Fourth, the students' social economic conditions are similar, from middle to high classes.

collection

Data was collected through Focus Group Discussion, guided by the author of this paper. The Focus Group Discussion in Manado was conducted at the 2nd of April 2012 at the school hall, while Focus Group Discussion in Yogyakarta was conducted at the 11th of May 2012 in the one of the students' classroom. The Focus Group Discussion was conducted after the students filled in the questionnaire related to the online game playing. The questionnaire will be used in the larger scope of study. In addition to the Focus Group Discussion, observations, and interviews were conducted with two teachers in two different schools. The interviews were the first and the second author. Although the interview was mainly regarding behavior related to the game online playing, the responses could be interpreted as reflection of the local culture.

analyzed by thematic categorization. Dominant responses were identified as the groups' opinion, and the uncommon responses were identified. The responses were analyzed qualitatively.

Findings and Discussion

Analysis of the interviews revealed the comparison of two research groups and the analysis of the discussion suggests the similarities and differences of responses between two groups of adolescents in two different cultures.

Comparison of Two Research Sites

Research sites in this study were two schools in Manado and Yogyakarta. Based on observation, Focus Group Discussion, and interview with the two teachers, some information regarding value dimensions in the two research sites could be concluded. However, due to the data limitation, not all value dimensions could be concluded.

Most of the values on both research sites are similar. For example, in both research sites, people respect on tradition with relatively high individualism, high concern on harmony, also high respect on people's equality. However, they have different styles in their implementation. People in Manado seem to have higher society control and tighter relationship with each other compared to people in Yogyakarta, which tend to have stronger relationship in their nuclear family rather than wider scope of people. In addition, people in Yogyakarta tend to have high intellectual autonomy.

Teens View in Mapping Media Effect

Based on Focus Group Discussion, the teens from two cultural groups have similarities and differences in their ways of defining negative effect of online game playing, defining whether the risks are avoidable or necessary, the beneficial effect of online game playing.

Similarities of the Views.

Both groups of students have similarities in all aspects, except their opinion on the relationship between their cultures with online game

Table 1 Similarities in Teens Mapping of Media Effects

No.	Aspect	Teen's Opinion	Opinion of teens in School M (Manado)	Opinion of teens in School T (Yogyakarta)
1.	About online game	Online game playing is common among teens and adolescent in both Manado and Yogyakarta. E.g., a Manado's student said, "All [students] online games."	Online game is entertaining, reducing stress, and can be used to make money. One of the teens' statements, "Online game is needed. We can be crazy if we keep going in study."	Online game were neutral, namely the online game playing was not too good or too bad. On one hand, the online game was needed for entertainment but on the other hand, it will not be good if too much.
2.	About online game players	All right if the gamers could manage themselves and for playing. The gamers need to manage their time for playing.	Have high concern in tolerating others. For example, one teen said, "More friends in Manado play online games, so we yeah..... They spent much time for online games."	Have high concerns on controlling self-emotion, and politeness towards others, but it is necessary to be themselves. For example, a teen said, "When [they play] online game, many [of the gamers] use impolite words. But we can be ourselves [not to follow them]."
	About the entertainment of online game	Online games were perceived as entertaining.	Online games were perceived as entertaining, but some students do not want to play or stop playing the online games because of boring or turn to other activity such as automotive.	Online games were perceived as entertaining, but some students identified the limitation, "[online games] is entertain in the right time. When we need entertainment, yes it entertained. But not if it is too much." Even one students said, "[Game online] is entertaining, but I do not like it, I prefer to do [real] sport."
	Uniqueness of the students' culture	Manado's and Yogyakarta's culture are the same togetherness.		
	Relationship of their culture with online game playing	[no similarities]		
	Introduction to the online game	They introduced to online game playing by their brother/sister. In Yogyakarta for example, out of seven students had their first contact to online game through invitation from friends, the rest three students because learned from big brothers/sisters.		
	Benefit of online game playing	Almost all participants agreed that online game playing have some benefits, such as entertaining, refreshing especially in the stressful condition, adding knowledge including English vocabulary.	Always smiling, and many communities, such as motorcycle or car gang. "If one get problem, the whole community get the problem too, and know about the problem."	Gathering.
	Disadvantage of online game playing	The identified disadvantages were wasting time and money, and disturbance of social life. E.g., a teen in School Y said, "[the gamers] become forget time, play as they like until late night, forget their family and friends", "[the gamers] be clung, could not see the [real] world." Another disadvantage identified was the fact they saw the under-age children play. "They said impolite words, and opposed their parents."		
	Responses of parents	Neutral if [they] do not play online game excessively.	If one group consisted of them who like plays online game, if there is any news, all the member of the group will know, and if one finishes playing, the other will finish playing too.	None (there is not any relationship between culture and online game playing).

Differences of the Views. Although most of the teens' views, there is some uniqueness of their opinion in almost all aspects. Table 2 shows the difference of the two groups of students in the mapping media effect.

Table 1 Similarities in Teens Mapping of Media Effects

No.	Aspect	Teen's Opinion
1.	About online game	Online game playing is common among teens and adolescent in both Manado and Yogyakarta. Eg., a Manado's student said, "All [students] online games."
2.	About online game players	All right if the gamers could manage themselves and for playing. The gamers need to manage their time for and for playing.
3.	About the entertainment of online game	Online games were perceived as entertaining.
4.	Uniqueness of the students' culture	Manado's and Yogyakarta's culture are the same togetherness.
5.	Relationship of their culture with online game playing	[no similarities]
6.	Introduction to the online game	They introduced to online game playing by their or big brother/sister. In Yogyakarta for example, out of seven students had their first contact with online game through invitation from friends. The rest three students because learned from big brothers/sisters.
7.	Benefit of online game playing	Almost all participants agreed that online game playing have some benefits, such as entertaining, refreshing especially in the stressful condition, adding knowledge including English vocabulary.
8.	Disadvantage of online game playing	The identified disadvantages were wasteful time and money, and disturbance of social life. Eg. a teen in School Y said, "[the gamers] become forgot time, play as they like until late night, they forget their family and friends", "[the gamers] be clung, could not see the [real] world". Another disadvantage identified was the fact they saw the under-age children play, "They said impolite words, and opposed their parents."
9.	Responses of parents	Neutral if [they] do not play online game excessively.

Differences of the Views. Although most of the teens' views are similar, there is some uniqueness of their opinion in almost all aspects. Table 2 shows the difference of the two groups of students in their mapping media effect.

Online game	Opinion of teens in School M (Manado)	Opinion of teens in School Y (Yogyakarta)
1. About online game	Online game is entertaining, reducing stress, and can be used to make money. One of the teens' statements, "Online game is needed. We can be crazy if we keep going in study."	Online game were neutral, namely the online game playing was not too good or too bad. On one hand, the online game was needed for entertainment but on the other hand, it will not be good if too much.
2. About the entertainment of online game	Have high concern in tolerating others. For example, one teen said, "More friends in Manado play online games; so we play online games; so we yeah..... They spent much time for online games."	Have high concerns on controlling self-emotion, and politeness towards others, but it is necessary to be themselves. For example, a teen said, "When [they play] online game, many [of the gamers] use impolite words. But we can be ourselves [not to follow them]."
3. Relationship of their culture with online game playing	Online games were perceived as entertaining, but some students do not want to play or stop playing the online games because of boring or turn to other activity such as automotive.	Online games were perceived as entertaining, but some students identified the limitation, "[online games] is entertain in the right time. When we need entertainment, yes it entertained. But not if it is too much". Even one student said, "[Game online] is entertaining, but I do not like it, I prefer to do [real] sport."
4. Benefit of online game playing	Always smiling, and many communities, such as motorcycle or car gang. "If one get problem, the whole community get the problem too, and know about the problem."	Gathering.
5. Disadvantage of online game playing	If one group consisted of they who like plays online game, if there is any news, all the member of the group will know, and if one finishes playing, the other will finish playing too.	None (there is not any relationship between culture and online game playing).
6. Responses of parents	[no difference]	[no difference]

8.	Disadvantage of online game playing	High concern to parental attention. One student said, "Parents gave money for savings, but the fact is the money finish for only playing online games."	Opinion [entertainment or attain knowledge], but I agree for finding friends.
9.	Responses of parents	Parent's warning could restrict online game playing. One student said, "Usually if I played too long, my parents angry with me, but they will not be angry if I play [moderately]."	Parents gave them freedom since they could manage themselves. None of them considered their parents prohibited the online game playing, "No problem, providing I can control myself. Even my mother played the face book game."

The Teens Recommendation for the Guidelines

Similarities. The teen's recommendations for the guidelines have many similarities. Their difference was only in small part of recommendations. In essences, the teens agree that prohibition of online game is not necessary. However, they agreed that some restrictions are needed. Table 3 show similarities of teen's recommendations.

Table 3 Similarities of Teens' Recommendations

o.	Aspect	Teens' Opinion
	Prevention of addiction	Prohibiting online game is not necessary but restriction is needed.
	Regulation	To some extent, regulation is actually not needed. The importance is self-control.

Differences. The difference of teen recommendations between the groups of students was in their concern of control. Students in School Y concern more on the availability of leader or model for their behavior, but students in School Y concern more to the self control. Table 4 shows the difference.

Prevention of addiction	Regulation
Have concern on the possibility of the availability of external/other-control. A teen statement, "Each community has to have a motor [leader]. Should be one person who has influence toward others. From him/her, the idea would be spread, and make other people move."	Concern with consideration with balance and situation. One teen said, "If we always studying we could be crazy. Therefore refreshing after learning should be available. When it is time to study, we study, but if it is time to play, we play."
Have high concern on the self-control ability. The teens identified the importance of self control in prevention of addiction. "Just manage of addiction. "Should be control time", "Should be control ourselves, stop the game if it felt enough."	Concern with the internal/self-control ability. Two common opinions regarding the need of regulation were: (a) regulation is not needed if everybody can control and manage themselves; (b) regulation is needed, for example, the tightness of age for registration.

Conclusion

The similarities and differences regarding the teen's opinion and identification of the media effect, as well as their recommendation regarding the best method in responding to the media, specifically online game, are in line with the similarities and differences of the values assessed by them. In their recommendation of regulation, higher concern on self-control within the teens in School Y reflected the higher concern on self-control within the people in Yogyakarta. In line with the higher concern on self-control within the people in Yogyakarta, the teens in Manado society control and tighter relationship in society, the teens in Manado have higher concern on the importance of model or leader for changing behavior related to the online game playing.

Conclusions

In conclusion, although the teens participated in this study were from two different cultural background cities, most of their views and guidelines associated to online game playing are similar. The major differences among the two groups participated in this study were only

behavior. Yogyakarta's teens tend to have higher concern toward importance of self-control. Such differences could be explained by analysis of value dimensions in two different cultural background cities.

Findings from this study could not be generalized to larger social community. The limited number of students involved and the qualitative analysis used implied that current study have limitations. Due to the limitation of this qualitative study, further study which involved more and objective measures is needed. Furthermore, current study has not conducted the analysis of the desirable or the desire (Hofstede, Hofstede & Minkov, 2010) towards the teens' statement regarding their view. Further study regarding deeper analysis of the statements is also needed.

Despite the limitation, finding of this study namely the teenagers' views and guidelines associated to online game playing were important to be considered in developing recommendation for policy makers. Moreover, the policy could be generic or universal for the whole society, but the implementations of the policy need to consider the local culture. The teens' views and guidelines could be used as part of the reference for preventing and dealing with the negative impact of online game.

References

- Badan Pusat Statistik Kota Manado. (2012). *Badan Pusat Statistik Kota Manado*. Retrieved from manadokota.bps.go.id.
- Badan Pusat Statistik Provinsi Sulawesi Utara. (2012). *Badan Pusat Statistik Provinsi Sulawesi Utara*. Retrieved from sulut.bps.go.id.
- Badan Pusat Statistik Kota Yogyakarta. (2012). *Badan Pusat Statistik Kota Yogyakarta*. Retrieved from yogyakarta.bps.go.id.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press, Cambridge.
- Charlton, J. P. and Danforth, I. D.W. (2007). Distinguishing addiction and high engagement in the context of online game playing. *Psychology*. Retrieved from http://digitalcommons.bolton.ac.uk/psych_journalspr/3.
- Durham, M.G & Kellner, D.M. (2006). *Media and cultural studies: Keyword*. Malden, Blackwell.

organizational and professional. Retrieved from <http://alanguterman.typepad.com/files/cms---schwartzs-cultural-dimensions.pdf>, on August 1, 2012.

- Jay, J. (2002). *Communication cultural and media studies: The Key Concept*. Routledge, London.
- Jyanto, T. (2012). *Game Online di Indonesia makin subur*. Retrieved from <http://inet.detik.com/read/2009/02/06/093617/1080445/654/game-online-di-indonesia-makin-subur>.
- Hofstede, G., Hofstede, G. J., Minkov, M. (2010). *Cultures and organizations: Software of the mind, intercultural cooperation and its importance for survival*. McGraw Hill, New York, NY.
- Kidney, D. M. (2006). *Developmental psychology for teachers*. Crows Nest NSW, Allen & Unwin, Australia.
- Kotirina, Jap, Tiatri, Halim, Jaya (2012). *Mendampingi anak bermain game online*. Jakarta: Lembaga Penelitian dan Publikasi Ilmiah Universitas Tarumanagara.
- Pemerintah Kota Yogyakarta. (2012). *Situs resmi pemerintah kota Yogyakarta*. Retrieved from jogjakota.go.id.
- Pemerintah Kota Manado (2012). *Pemerintah Kota Manado*. Retrieved from manadokota.go.id.
- Selar, Y. B. (2008). Satu dari delapan orang Indonesia adalah pemain game online. *Gaya Hidup*. Retrieved from <http://www.wikimu.com/news/displaynews.aspx?id=11010>.
- Schwartz, S. H. (1996). Value priorities and behavior: Applying of theory of integrated value systems. In C. Seligman, J. M. Olson, & M. P. Zanna (Eds.), *The psychology of values: The Ontario Symposium*, Vol. 8 (pp. 1-24). Hillsdale, Erlbaum, NJ.
- Williams, D. and Skoric, M. (2005). Internet Fantasy Violence: A Test of Aggression in an Online Game. *Communication Monographs*. Vol. 72, No. 2, page 217-233.