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Social Play: Social Competence Differences Among Gamers and Non-Gamers in Facebook

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Abstract--In recent years the social media development in Indonesia is very significant. The features of social media complements the individual needs of socialization and enjoyment. One of the facebook feature which has both of these functions is a web browser game. The average owner of the facebook play at least one web-browser game. The purpose of this research is to examine the relationship between facebook-game playing habit with the ability to perform an interpersonal relationships (social competence) in the real world on children and adolescents. Buhrmester, Furman, Wittenberg, and Reis (1988) considers that social competence or the ability of a person's social interaction is very important, because it can determine many things in life. Ability to establish relationships with others can benefit from the affairs of individual work (networking, both with superiors) to personal affairs (having many close friends, have a good relationship with a partner). Buhrmester, et al. (1988) split social competence into five main domains. The five domains are a) the initiation of interactions and relationships, (b) the assertion of personal rights and displeasure with others, (c) self-disclosure of personal information, (d) emotional support of others, and (e) management of interpersonal conflicts that arise in close relationships. The five domains measured using quantitative methods at 13 schools in Salatiga and Jakarta. Comparison between players and non-players performed using a scale of social competence and a few survey questions. The measurement result showed significant differences between a web browser game players (N = 244) and non-players (N = 556) in the ability of self-disclosure dimension. Web-browser game players have a higher ability to open up to others. Significant differences occurred because of the nature of the web browser game that involves team work skill and other players assistance. As a result, children and teens who play web-browser game get used to share personal information to others.

Keyword : Facebook, Web-browser game, Social Competence, Self Disclosure

by children and adolescents with age range 13 to 18 years. Http://www.socialbakers.com/facebook-statistics/indonesia data showed 13 percent facebook users are children aged 13-15 years, 15 percent of adolescents aged 16-17 years and the rest of its 41 percent aged 18-24 years.

As social media, facebook is considered could make a person more sociable. In previous research has been found that the function of social-media is more to connect with existing networks, rather than to seek out new friends and acquaintances (Ellison et al., 2007). This finding also reinforced by the research who conducted by Joinson in 2008. He argued there are three main motives in using social-media is looking at, looking up and keeping up with people. However, this study reveals that the main motive is to foster relationships that had previously existed.

In general, the social function of facebook is also supported by its features. One of the interesting features to be assessed on facebook is online-gaming, or better known as the social-gaming. As a separate entity, online game is often considered to have more negative impact in child and adolescent. Along with other media such as television, radio, music, print media, as well as movies, online-gaming is feared to have a damaging effect on the development of child psychology. In fact, it frequently associated with the emergence of violence, crime, and offensive attitude (Wartella & Jennings, 2000, Carlsson, 2006). The impact was varied from stereotyping, fear of crime, social harassment, and the biased reality translation (Milwood Hargrave & Livingstone, 2006). One of the study even shows that many of the online-gaming users are people who experience loneliness (Erdogan, 2008). Researches above indicate the two functions of two different entities, but the phenomenon of social-gaming particularly on facebook raises new question, that is how the relationship between social-game playing habits on social competence of children and adolescents in Indonesia.

BACKGROUND

Currently social-media has become a significant part in Indonesian society because various activities that conducted in social-media are capable of meeting the needs of socializing and entertaining. Social-media users can chat, exchange information, share the same hobby in certain things, do the buying and selling activities and even play games online. Social-media can be described like a supermarket, which the feature could be selected to meet individual needs.

One of the social-media which growing rapidly in Indonesia is facebook. From the data www.checkfacebook.com in September 2011 there were approximately 40 million Facebook users in Indonesia. This figure makes Indonesia is ranked two of the world for the highest number of facebook users. Of the total Facebook user Indonesia 50 percent among its dominated

FACEBOOK GAME OVERVIEW

Since its establishment in 2004, Facebook has undergone many changes. One of them is the added features of the game on its webpage. The games which more often called as social-gaming has become a trend in virtual world community. Currently there are nearly thousands of social-game on facebook. The new games popping up almost every month from different developers. Many of these games are not only can be played on the homepage of Facebook but also in its original form on cd or website.

Basically the categorization of the social-gaming is not much different from the category of video-game that has been there before. The content of both games remain the same. Categories or typologies of games that are considered the most comprehensive comes from studies conducted by Griffith, Herz and

IBM. All the typology sorting games from a different angle. Griffith created a category that was initially more emphasis on non-online Video Game. However a study by Herz sort out the video game based on the contents of the game. Herz category division is better known in the gaming world and has been used as the basis of categorization of games in the United States.

The Herz System, share video games in several categories:

1. Action games - in sub-categorized on the game with shooting activities, games and gaming platforms that use the basic reaction.
2. Adventure games - in this game the player must solve various puzle logic in order to complete the game.
3. Fighting games - this game involves a fight which is controlled either by computer or another player or players.
4. Puzzle games – Example : Tetris
5. Role-playing games - a game where players assume the role into a character or a certain creatures such as witches, fairies, monsters, etc..
6. Simulations - where the player successfully completing a mission when it can re-create certain creations of situations or places. Example : SimCity, managing hotels and restaurants, etc..
7. Sportsgames

Besides of the diverse categorization, mostly facebook game also require its users to interact with other users. It is certainly his return to the nature of the social-media itself, which emphasizes communication and interactivity. Some games emphasize the importance of cooperation with other individuals to complete the mission or to solve the challenge. Although some games do not require players to solve missions in the group, but still give priority to play together, whether it is to compare values or achievements with other players.

MEDIA IMPACT ON CHILDREN AND ADOLES-CENTS

Research on effect of online-games in children and adolescents has been done repeatedly. One study that looked at the negative effect that might arise in online-games was conducted by Dimitri Williams and Marko Skoric (2005). The research is related to the use of online-games with aggression. For 1-month, this longitudinal research on 200 respondents found that the aggression that appears varies associated with his 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 agression on fantasy-game will be lower than the first person shooter game. Playing alone at home are also reduces aggression than playing with others in the internet cafe for example.

Besides aggression, another negative concern about online-game is the level of addiction that can lead to psychological problems. John P. Charlton and Ian D.W. Danforth tried to distinguish between addiction with a high attachment on online-games. From the test gauges, both discover that the binding-nature of online-games makes a player to become bound in the minimum scale and addicted in the maximun scale.

Despite threats against the negative influence of online games on child and adolescent development are often found, the positive effect can also occur. In the study conducted by Kevin Durkin and Bonnie Barber (2002) found that playing video-games generally provide positive benefits such as family closeness, activity involvement, positive school engagement, positive mental health, reduce substance use, self-concept, and friendship networks . Even the game players scored more favorably than did peers who never played computer games. According to Durkin and Barber this happens because the game play may be associated with positive features of development, as the games reflect and contribute to participation in a challenging and stimulating voluntary leisure environment. Other studies relating to the use of video games found that playing an action video game can virtually eliminate gender difference in spatial attention and simultaneously Decrease the gender disparity in mental rotation ability, a higher-level process in spatial cognition (Feng, Spence, Pratt: 2007). In addition, video games and online-games is also associated with the pattern of positive learning that can be drawn from the content and required skills on playing games. (Gee: 2002, Gee: 2003, Prensky: 2003, Dickey: 2006).

SOCIAL COMPETENCES

In children and adolescent social competence skills are very important. Children who have low social competence are likely to face problems in the future. Results from various studies such as those conducted by Parker & Asher, 1987; Hartup & Moore, 1990; Rogoff, 1990; Ladd & Profilet, 1996; McClellan & Kinsey, 1999; Kinsey, 2000 - in McClellan & Katz, 2001 showed that the social adaptation and long-term emotional, academic and cognitive development, and life as a citizen is strengthened by the times she had the opportunity to strengthen social competence during childhood.

Pellegrini and Glickman (199) defines social competence in children as "the degree to the which children adapt to school and home environments Their". The ability to adapt in the environment, supported by a set of verbal and nonverbal behavior, as argued by Rinn and Markle (Budd, 1985). This capability was later employed to influence other individual response. The characteristics of children who have good social competence could be seen from several characters such as assertive, friendly to his peers and polite to the parents (Lamb & Baumrind, 1985)

Buhrmester, Furman, Wittenberg, and Reis (1988) also reveals the same thing. They assume that social competence or ability to interact is very important, because it can determine many things in life. Ability to establish relationships with others can benefit from the affairs of individual work (networking, both with superiors) to personal affairs (having many close friends, have a good relationship with a partner). Buhrmester, et al. (1988) social competence split into five main domains are different but have a wide coverage. The five domains are starting a relationship, disclose personal information, expressions of distaste to others, provide emotional support and advice, and manage interpersonal conflict. Domain initiate relationships and expressions of distaste in others is often discussed by researchers of assertive behavior. Then, the domain opening personal information is considered as an important thing in a relationship by researchers in various fields (communications, psychology, marriage). Moreover, the domain provides emotional support and advice refers to a person's ability to soothe or relieve the stress being experienced by friends or acquaintances. Last is

the domain of interpersonal conflict set, the domain is often considered important by researchers because it can maintain its continuity of a relationship.

METHOD

Participants

The research was conducted on elementary school student grades 6 and junior high school students in 13 schools in Salatiga and Jakarta. The total research participants was 800 school students, with a mean age of 15.06 (SD = 2.05). There are 393 male students and 497 female students. The participants was drawn from two cities, Jakarta (N=498) and Salatiga (N=302). Jakarta and Salatiga was chosen to reflect the differing nature of metropolitan capital city citizens and less urbanized city citizens.

This study is a research field that looked at the relationship between habit in playing game-online on facebook with individual social competence. It uses quantitative methods and secondary data from observation and in-depth interviews. Quantitative methods are used to see the level of social competence respondents. The questionnaire contain psychological measurement and behavioral surveys about playing online games. The school students participate in the research by filling out the questionnaire that is given to be filled in class. The questionnaire instructors in class are the authors and several other research assistants. The Research participants do not receive any rewards from participating the research. In addition, observation and in-depth interviews conducted to explain the relationship between the habit of playing games online with social competence that can not be answered through a questionnaire.

Hypotheses

There are differences in social competence among social-game player in Facebook with non-player.

Reliability of the Social Competence Measure

Social competence Measure proposed by Buhrmester, Furman, Wittenberg, and Reis (1988). Original measuring instrument has 40 items and uses a Likert scale (1-5). This measure has five dimensions (8 items each dimension), ie starting a relationship, disclose personal information, expressions of distaste to others, provide emotional support and advice, and managing interpersonal conflict. Scores of each dimension can be added to obtain the overall score of social competence.

The social competence measure (Buhrmester, Furman, Wittenberg, & Reis, 1988) was translated and adapted to Bahasa. Several of its items are adapted to reflect the Indonesian cultural context. Furthermore, the authors only used 2 items from each dimensions to reduce questionnaire length and most importantly, anticipate fatigue effect from the younger school students. Reliability of the shortened and adapted form is reached an acceptable level (á = 0.61).

Findings and Discussion

From the sample, 556 participants reported that they did not play online games and 244 participants reported that they play Facebook games. Not all of the Facebook game players played the same game, the most popular that is reported is 'Pet Society' (10% of the sample). Most of the Facebook game players played once per week (14.3%), then 2-3 times per week (12.0%), 4-5 times per week (1.5%), and 5-6 times per week (2.7%). They played their games mostly in their home (16.80%), then Internet Cafes (12.50%), friends' home (0.8%), and the school (0.4%)

The independent sample t-test analyzed differences in mean for the five social competence dimensions and its total score. There are no significant mean differences between the total score of the social competence dimensions and all its dimensions, except the self-disclosure dimensions (t=-2.37; p<0.05). This showed that there are no differences in social competence between non online game players and Facebook game players, except regarding their self-disclosure. Facebook game players have higher mean score than non online game players. This showed that Facebook game players are more open to disclose their self to the public than non online game players.

Table 1. Social Competence Means

Social Competence dimensions		Mean	Std. Deviation
Initiation	Non online game players	9.40	2.45
	Facebook	9.43	2.44
Negative Assertivity	Non online game players	8.26	3.14
	Facebook	8.21	2.92
Disclosure*	Non online game players	5.32	2.54
	Facebook	5.79	2.58
Emotional Support	Non online game players	9.94	2.40
	Facebook	10.07	2.50
Conflict management	Non online game players	9.71	2.61
	Facebook	9.89	2.72
Total score	Non online game players	42.63	7.40
	Facebook	43.37	7.44

٭ = p<0.05

or challenge. Example:

Empires & Allies

Join your friends in Zynga's new game, Empires & Allies! Secure your territory, build up your forces, and team up with your neighbors to defeat the Dark Alliance—or stage an invasion against your friends

Mafia Wars

Join your friends and more than 25 million other players in Mafia Wars, the world's most popular crime game. Build alliances, amass property, and fight mobs of enemies in games of power and deception.

The definition of the two games above shows clearly that a player must be in groups, making allies and cooperate in completing the mission. This demand makes a player should be proficient in opening personal information in order to make others help, for example:..

Saiful needs help to score the Big Heist
Saiful needs the Rob Squad to pull off the Big Heist. Please send, and you'll get the Rob Squad too.

Rizky needs your help.

Rizky is looking for the following items in FrontierVille: Cloth, Hammer, Paint Bucket, Nails, and Hand Drill.

This capability is included to the domain of self-disclosure because the respondents do not have to cooperate with strangers who have not known him but more to the friendship of his own environment. Moreover, self-disclosure skills is also increasing as the player achievements will always be automatically posted on the facebook homepage. Example:

Mission accomplished!
Saiful completed a tough mission in Mafia Wars. Time to ride the coattails of your friend and get a reward.

Environmental factor in playing online games in Indonesia also hone the social competence of children and adolescents. In Indonesia, the environmental factors or peer group is very influential on the individual characters. Respondent have a habit to play game-online simultaneously, both at the same time or in the same place. When playing online games together, respondent's behavior when playing in the cafe is very influenced by friends who play together. Student named T for example, says he feels more comfortable playing together with friends in cafes than playing alone at home. T said playing in the cafe brings pleasure because he can share with his friends, he can exchange an item in the game, get to know new people, and tell stories with friends. This exchange of information directly developed child and adolescent social competence skills.

Although observations and interviews supported the results of psychological tests of social competence, the data can not reveal whether other domains in addition to self-disclosure does not actually increase because of cultural factors that have been embraced by kids and adolescents Indonesia. Basically, social-media function should be able to increase social competence. Therefore, in further research, the linkage between cultures with social competence should be explored. The domains of social competence that does not show significant result can actually be related to Indonesia cultural habit. Indonesian character such as self-constrained for example makes it difficult to start a new relationship especially with strangers in cyberspace. Moreover, Indonesian also inconvenient in expressing displeasure, dissent and conflict.

CONCLUSION

There are no significant mean differences the between the total scores of the social competence dimensions and all its dimensions, except the dimensions of self-disclosure. This showed that there are no differences in social competence between non online game players, game players and Facebook, except regarding their self-disclosure. Facebook game players have higher mean scores than non-online game players. That showed up this game players are more open to disclose their self to the public than non-online game players. The ability to share information are better than other domains because the nature of the social-gaming that emphasizes on cooperation in completing the challenge. We can see significant differences in the ability of self-disclosure may also arise due to the habit of playing online games together, be it in the sense of time or in the same place. Unfortunately, this study did not consider Indonesian human character such as hesitant in making new friends, self-

constrained, and inconvenient in expressing displeasure that could be affected social competence measurement.

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