

CHILDREN AND ONLINE GAME (Case Study of Simulation, Simulacra and Hyperreality in Children Playing Point Blank Game)

Panggio Restu Wilujeng

Sociology Universitas Bangka Belitung
panggiorestu@gmail.com

ABSTRACT

This study aims to investigate children behavior in playing online games. This is qualitative study, case study, it was explored any behaviours of children online games activity with used participant observation, in depth interview and used snowball sampling as sampling technique. The theory used in this study is a theory of Simulation, Simulacra and Hiperreality by Jean Baudrillard that explain online games create condition, consequences or results from creation of reality models and imagination which replacing reality itself where children reality can replaced by game reality. . This Study located at Caesar Game Centre inside Kampung Ngoresan, most children plays in there. The result of this study shows different behaviours between each children on playing online games because of Simulacrum, built in Point Blank game then it blurred reality of children lifeworld in the game until Hiperreality shaped.

Keywords : Online Games, Children, Hiperreality

Introduction

In the book *The Borderless World* by Dr. Kenichi Ohmae, information technology has now reached a level of development that is so advanced that enabling the realization of information super highways; a large-capacity information highway that enables high-speed information traffic. This creates the so-called technological determinism that is the driving factor and determinant of the direction of social change (Yuliar, 2001: pp. 53-54).

Technology, in the era of liquid modernity is now accessible to all circles. In the present time, television, magazines, computers, mobile phones and internet world (cyber media) can be accessed by every society.

This study looks at how information technology can be accessed by children, and that technology is an online game. This is the main focus of research because in the current era of children's development, it begins when they build their imagination through the game. In addition to social media, online games have a great influence in shaping children's behavior, ranging from

storytelling, imitating to modernizing in everyday life. Even online games become a symbolic battleground in the lives of children as legitimacy of their identity as gamers and as the achievement of social status in the environment.

Through technology, the children's game model that was once played with his friends and in it the children wandered in a world of fantasy, illusion, imagination; create their own creations and make it a vehicle for socialization, now drowned by the game model with electronic simulation (Piliang, 2004b: pp. 114 - 115).

All Games including Online Games have an age limit to play depending on the type of game. A non-profit organization called "The Entertainment Software Rating Board (ESRB)" is responsible for assessing games and determining the rating of the game based on its content, for example the game labeled Mature (M) is intended for adults, Teen (T) is aimed at teenagers and Everyone (E) can be played all ages including children. At this time the condition is very fluid resulting in children playing outside the rating control.

In fact, the games circulating in Indonesia and popular with children are

adult games with M ratings that are full of elements of violence, brutality and sexuality content. Violence, brutality, and horror involve children, both as perpetrators and spectators. Various forms of games, spectacle, and entertainment involve sharing strategies, tactics and violent technology. Violence is simulated into the game as a tool to satisfy children's desires and emotions. Children are entertained, laughing and shouting in a matter of hours in the midst of the brutality in the game they play. Banality and cheap killing in the game also become euphoria, before they return to real life, and tell their experiences when they play the game. An example of a game that presents this violence is the *Point Blank* game that will be examined in this study.

So far there have been several studies on the behavior of playing online games. Most are viewing and positioning these online games as opium and also forming a game play culture for their players. These studies include Online Video Game Addiction: Identification of Addiction Adolescent Gamers published by Addiction, the Studies of Addiction Society in 2010. This research is a psycho-social research that identifies game online addicts that is more depressed than a big fan of online games that have not been addicted (Rooij, 2010). Then research from Iro Volgari et al. (2011) from the University of Patras who explained that games in online games create a culture of game playing rules that separates game play communities into two forms of playing behavior, namely the rules of violators and the building blocks of new rules, both of which seek legality. Then, it forms new rules in playing games. These studies show how gaming affects the reality of players in everyday life.

The current game is not like the previous game. If in the past the game could only be maximally played by two people, now with advances in technology, especially the internet network, games can be played by several people, even 100

people or more at the same time. The game is what we know as online games.

In the past 10 years, electronic games or what we often call online games have experienced very rapid progress. We can see this in big cities, including small cities, there are lots of game centers that appear. The game center itself is not like an internet café; they have more regular customers than internet cafes. This is what makes the game center almost always crowded with children.

Online games make it easy for a child to socialize and interact with others, but the ease can also bring children into social participation that is further away from real life.

Through online games kids can interact with people who have never met any of them, whether teenagers, adults, boys or girls either working or still in school without them knowing that the interacting person is really the person whether for them or not, because in an online game a person interacts through "avatars" representing himself. It can cause children to lose their true lives. In a journal published by the Journal of Computer - Mediated Communication entitled Where Everybody Knows Your (Screen) Online Games as "Third Places" (2006):

"In online worlds, interaction is mediated by the virtual avatars of the individuals who inhabit them. These avatars bear no discernable relationship to one's offline identity, unless one chooses to render one's own character so identifiable (Williams, 2006)"

In the online world, interactions are provided by virtual avatars of the individuals who inhabit them. These avatars bear a relationship that is not visible to someone with an offline identity unless someone chooses to change their character to be identified. Furthermore, when children are fit to play games together, they are likely to make those people "friends". Seeing children in Indonesia, especially in the city of Solo, which is now flooded with internet cafes

and game centers, easily boast and imagining the elements of adults including violence into their lives through game online becomes an urgency in this study, namely the extent of children's behavior in playing online games to their behavior in real life. This is because in the future the children cannot be separated from online game games that are part of their socialization process as children.

This study takes a gap with a focus on children who play online games, because research on children who play online games is still rare. The research also takes the theoretical gap on how hyperreality takes over the reality of children through simulacrum online games. This research was conducted at Caesar Game Center, because this place is the only Game Center (game arena that has tower to produce bandwitch / strong internet signal) which is in the middle of the village, Kampung Ngoresan. The type of online game that is the focus of study in this research is Point Blank.

Point Blank is a battle simulation game with MMOFPS (Massively Multiplayer Online First Person Shooter) type where the display screen displays the hands of virtual characters holding weapons, as the title of this game takes the first person's view on the game so it's as if we ourselves are in the game, and is at war with many people (virtually). Most of these games take the setting of war with military weapons (in Indonesia this type of game is often called game shoot). In this game each player has a personal account and a representation of avatars (characters in vitality) who represent themselves as soldiers in the game, who will fight against the enemy. This game is taken as a study because in addition to simulations in this game appearing real with the scene of violence and war, this game also pinned the experience (experience) to play the game as a point or benchmark the level of the player to where the ability to play. The more often he plays this game and has a slew of notes (fellow

gamers) in the virtual game more and more, the higher the level they get. Then this reality encourages children to build the legitimacy of their status in real life and emerges as hyperreality. This study becomes important in the current era where Point Blank online games can be accessed through many gadgets more easily, such as mobile phones, laptops or tablets.

A. Research Methodology

This qualitative research takes an interpretive paradigm with data collection techniques through depth interviews, observation of participation as investigators and literature studies. In addition, based on the time dimension, this research is included in a case study. The informants were selected based on snowball sampling. Data validation was done through triangulation method by diversifying data sources, data collection methods, and method of selecting informants. The scope of this research is the children who play online games at Caesar Game Online Center as the only game center in Kampung Ngoresan Surakarta and also the families of the children. The focus in this study is the children who play Point Blank games, because this game is a war game that is very strong potential for children's hyperreality.

In this research, 14 informants were interviewed and observed. The informant consisted of 5 children playing Point Blank games, 5 parents of children playing Point Blank games, and 3 guards game center and one game center owner. The research process is excluded from the game center guards who then introduce to children who play games to connect to other children, parents of children and game center owners.

B. Theoretical Review

Simulacra and Hyperreality by Jean Baudrillard

Baudrillard describes this world as Hyperreality. For example, the media began to no longer be a mirror of reality but became reality or even more real than reality (Ritzer 2009: 678). If simulation is a process or intellectual strategy Hyperreality is the effect, state or material experience and or space produced from the process (Piliang, 2003: p. 150). Baudrillard reveals that what is reproduced in the world of hyper reality is not only the reality that is lost, but also the unreal world: fantasy, dreams, illusions, hallucinations or science fiction. Hyperreality is a duplicate or copy of decoded reality (Piliang, 2003: p. 152). The same can be found when someone is in front of television, 3D movies, video, video games and now virtual reality via computer.

The totality of a person's life (joy, sadness, joy, courage and so on) is unconsciously trapped in the world of media hyperrealism, but if one tries to see the media with consciousness, it will realize that what he sees is nothing more than a fantasy, , or a mirage of a discovery (Piliang, 2003: p. 152 - 153).

Baudrillard (1994) describes the process of Hyperreality is formed through Simulation and Simulacra. Simulation is an artificial reality that still refers to the real reality, imitating the real reality. While Simulacra is an imitation without reality, an imitation that does not refer to the real reality, but is diverted so that the copies become symbols or signs which then form a new reality, which then obscures the reality with the discovery, and ultimately can replace reality itself. Through the process embodies a hyperreality, a new reality that is truly real, even above the "real", which will substitute for the "real" reality before it. Hyperreality is a deconstruction of the reality of "real" before, because the reality is different from the previous.

In the book titled *Posrealitas* by Yasraf Amir Piliang (2004) the digital world and other electronic media (television, video games, movies, computers, internet) is a world full of images of violence and aggressiveness. Violent images become the image of the world, which disseminate and normalize the spirit of hostility, powerlessness and colonialism. The world of video games and digital games that are filled with meaning - the meaning of aggressiveness only creates destructive intelligence, not emotional intelligence, as Daniel Goleman says in *Emotional Intelligence* - the intelligence of feeling, intelligence, and empathy. Feelings of empathy is oppressed by the game world that tends to prioritize speed, rationality and accuracy.

Digital violence has constructed other forms of violence in the world of children. The various forms of violence that are contracted by adults in the world of children have wiped out the boundary between their world and adults. There is an adolescent structural coercion of the world (war, violence, eroticism) to children of the world of children in various media, now regarded as normal (Piliang, 2004a: p. 247).

C. Finding and Discussion

The results of this study indicate the existence of the process of simulation, then become simulacra and lead to the creation of hyperreality experienced by children who play *Point Blank*. Simulasi anak-anak dalam bermain *game Point Blank*.

This study finds several simulation models in the game *Point Blank*. The simulation is an imitation of the real / real according to the original, so that someone seems to be in real condition, in this case simulation is fighting, because it is online, then the simulation of this war is no longer at war with computer, but fellow who plays and represents yourself in the game. Some of the simulations presented in this game are models of weapons used for

war, operation or use of weapons according to the original, and the war situation itself.

War and Role Play

The simulation presented in this game is a simulated warfare, in which each child's account is asked to choose the avatar as their role-play in the game in the form of soldiers with the type of male or female. At the beginning they have an account that they will have the rank of newbie to be developed through the game to keep leveling up. The capabilities, speed and type of weapons used for battle depend on the extent to which they create experience during the battle. This experience can be obtained through the number of kills and minimizing death. In a simulated battle the player game is given 15 minutes to kill (kill) enemies as much as possible, and avoid being killed by enemies. At the end of each battle a score is generated by the player in the form of experience and points.

Death, Experience, and Levelling Up

If you already fight, the child will increase the point to buy weapons, Mission Card, tittle and others and increase their percentage experience. The rank will increase when the experience is full 100%. After rising the rank of experience, it will start from 0% again. Of course the experience will increase if the higher rank.

Points and experience are obtained depending on the number of kills and killed which will be ranked along with the players in the same room. The more you kill, the more points you get and the opposite experience if you get killed a lot, the lower your points and experience. To speed up the player must get as much experience (EXP) as possible. Once played a person can earn a few tens or a few hundred EXP. Every increase in the level of experience that must be achieved will increase starting from the rank of

Trainee for example, one must collect 1000 experience (EXP) to be able to rise to the senior rank of trainee. After going up to the senior trainee EXP that must be collected as much as 2000 starts from 0. So on, where the higher the rank, the more EXP must be collected. But there are ways or shortcuts that someone's experience can quickly increase or rank so that they can immediately go up by entering cheats with the risk of being banned or caught and causing the Point Blank ID to not be used.

So the higher the rank of children playing Point Blank increasingly indicates that the children have been playing games for a long time or have a high intensity of Point Blank play. But it is possible that children do a shortcut using a cheat or can be obtained by buying or given by others.

Weapon Model and Battle Experience

The simulation presented in this game is the image of the use of weapons that are quite a lot because each weapon owned by the player account is obtained through the number of points collected through the experience (experience of playing) and converted into a means of exchange to buy weapons. To get the best quality killing weapons, each player must collect points every day. The more hours you play, the more points you can collect to buy weapons. If you want to play this game kids - children must have Log in ID and Password registered by the Gemschool Portal Games website. If you already have an ID, children will start playing from the level or rank of Trainee with weapons such as Knife, Assault Rifle, Sub Machine Gun, Sniper Rifle, Grenade and Smoke Grenade (tear gas). The weapons that are displayed in this game, made in accordance with the original, in terms of shape, series, operation, and how the weapon if fired, the speed and movement of the engine is adjusted to the original.

There is another way to buy a plan other than using points. Weapons can also be purchased in the inventory menu using a Cash system filled through the billing center game operator for Rp 10.000,00 per 1000 Cash if you want to buy Cash item. Caesar Came Online indeed there are some operators who have a Cash-Side business. Usually children spend 50 thousand-100 thousand rupiahs to buy weapons. The weapons inside this game are also an important factor in the battle as the more sophisticated weapons are used, the easier it is to kill the enemy. But it is not easy to obtain this weapon, because gamers must collect thousands of points with a long process if you want to buy weapons. Or players can charge Cash if they want to buy weapons that are Cash items that are not cheap with the price of tens of thousands of Cash, and the weapon has an active period. Here there are findings about simulations that there is a virtual weapons trade that encourages children to continue playing. This is revealed by the game center operator

"...Yofansa sering sekali mengisi CashMas, biasanya untuk membeli senjata paling tidak tiga minggu sekali, ya tergantung ketika masa aktifnya habis, nanti mengisi lagi..."

"... Yofansa often fill CashMas, usually to buy weapons at least three weeks, so depending on when the active period runs out, later fill it again ..."
(Fajar, August 08th, 2011)

So do the children, who are very happy to collect weapons and want to play for hours to get it. As Joshua reveals

"...Waktu itu pernah main sampai 5 jam karena ada gratisan senjata, seru...tapa harus menghabiskan uang banyak Mas, hanya tinggal sabar aja main beberapa jam bisa dapat 1 sampai 2 senjata"

"...At that time, (he) had ever played for 5 hours because there was free charger of weapon. It was fun without spending more money, Bro. It is only (I) should be patient

to play up to several hours can be achieved 1 to 2 weapons." (Joshua, May 17th, 2011)

In addition to having a weapon that can kill quickly, children also look for the so-called "Tittle". This is the ability of soldiers used in the game has a speed of movement, the accuracy of shooting enemies and the ability to kill more quickly. This tittle can be obtained also by collecting points in the experience. The more often the play, then tittle earned children can be optimal.

It is through this impulse to continue playing that pressures the children to continue to be consumptive. This is called Baudrillard as a fun system, or institutionalized coercion (Baudrillard, 2011: p. 89). In this case consumption is no longer a right for children's enjoyment, but consumption gives the children the task of continuing to play, as more and more can complete the task in the game, the children will be judged by their experience and given the opportunity to continue leveling . After leveling up, then the ability of these children will be added and developed, so that he can run the task at the next level, where in this game the higher level that is owned, then the arena in the game battle is also different, filled by the levels equivalent or higher level. Point Blank game is like a professional run the task to be able to achieve career success.

1. Children Simulacra at playing Point Blank Online Game

Simulacra is a clone of the real without reference to the reality of the real itself. Reality is changed and diverted into a new representation far from the original so that there is a blurring between the real with the image / imitation of the reality.

a. Game Arena and Revival after Death

Things that bring simulacra in this game is the arena of war that can be repeated until anytime. The game runs for 15 minutes and when it is finished it can be repeated again. The simulacra encourages players to continue to dissolve into an indefinite simulation, where players

do not realize how long they spend in front of a computer monitor to keep repeating games they do not want to finish.

The repetitions of the battles occur because the desire of the game player has not been satisfied. There are some things in this Point Blank game that the kids are trying to chase. Kids are pursuing the Experience to get the best weapons and also increase their level as game players. This became the arena of children to compete to achieve high-level status among their friends.

b. Violence Image in the Game

Ease of children in accessing the game is also affected by the owner of the game center that is freeing any player to choose the game played, no rules or limitations.

"...Saya pada dasarnya tidak menyukai game – game di tempat saya itu, saya memasang game di sana karena berdasarkan arahan dari senior – senior saya yang juga membuka gameonline lebih dulu berdasarkan tren game yang ada saat ini...saya juga kaget ko' anak – anak tersebut sudah fasih dalam bermain...kan juga sudah naluriah kalau anak laki – laki itu suka tembak – tembakkan..."

"... I basically do not like the games in my place, I put the game there because based on the directives of my seniors who also opened the first game line based on current game trends ... I am also surprised the children already well versed in playing ... it's also instinctive that the boy likes shooting ... "

(Roy, September 14th, 2011)

)

Game Point Blank takes the kids to a much different world of their real-life world. Children play a game that clearly clad with elements of violence. In the book Running World: Seeking God - Digital God mentioned Violent acts, brutality, and horror that occurred on the social stage involving children, both as perpetrators and spectators. Different forms of games,

games, spectacles, entertainment involve sharing strategies, tactics and violent technologies. The various violent media contained various echoes of destructiveness - a term Fromm used in The Anatomy of Human Destructiveness, to explain the process of destruction accompanied by indifference and joy. Children are now socially constructed to live in a space condemned by the spirit of violent ecstasy, and accept it as a habit, both in daily reality and in its various forms of representation in the media. Even children already have fantasies to engage in gender-based violence.

"...Dulu aku pernah Mas, musuhku dengan karakter perempuan aku bunuh.Celananya kan segini (Joshua menunjuk beberapa inci dari pangkal pahanya) kemudian aku tembak dan aku bidik dengan sniper..."

"... I used to be like that, Bro, my enemy with female character I killed. It's a segment (Joshua pointed a few inches from her groin) then I shoot and I take aim with sniper ..."

(Joshua, July 15th 2011)

He is in violent ecstasy, death can be something banal, something light, and something cheap. Various video game programs provide a new psychic experience about the low price of death. Only by pressing a button, the process of "enemy destruction" can be done quickly. Death in video games no longer has a humanist meaning. Just as murder, violence in video games can also be motivated by euphoria of fun people doing violence with a light and joyful feeling (Piliang, 2004a: pp. 334 - 337). It is clear from the results of this study that children like to kill in the game Point Blank for example by firing into the head (Headshot), killing with a knife (Slugger) or killing many people with a grenade (Mass Kill) which ends with a happy laugh or anger when the opposite happens to them.

Children Hyperreality at Playing Point Blank Online Game

a. Hyperreality in Doing Violence

As it happens to the children, they in the real world do not know how to operate guns or have never committed murder just like they do when playing games. But killing is an entertainment that can satisfy their desires. They play with various forms of violence by killing by firing rifles, shooting in the head (Headshot), or killing with a knife (Slugger) from close range with a scene full of blood. These children enjoy greatly when they can kill many people at once from close range, with blood splattered, this becomes an extension beyond their reality as a child.

The children play with people they mostly do not know in them, whether they are children, teenagers, or adults, whether they are male or female. The kids make the game at Point Blank as an arena of competition and hostility that they never really did as in the real world.

b. Possession makes Status and Prestige, Reality Children Replaced by Game Point Blank

The last stage that children experience in playing this online game is how the reality in the game turns into a new reality replaces the reality of children. Through this game, children are increasingly leaving the real arenas like playing with their friends, exercising, studying at home like other kids around their neighborhood. Their space in real life is replaced by unlimited simulation space presented on computer monitors in front of them, in addition to school and tutoring, the rest of these children live their daily lives spending time in game centers to play online games. As one of their parents explained:

"...Jika saya Tanya ya jawabnya nge game saja, ya kadang 2 jam 3 jam Mas Mainnya, tidak tahu yang dimainkan apa, saya juga tidak pernah Tanya...tiap hari itu, setelah pulang sekolah...kalau malam tidak sejak liburan ini tiap hari Mas...ya sudah saya larang tetapi anaknya masih

nekat, ya bagaimana lagi...ya izin, - aku ngenet Bu' - begitu, tapi jangan lama – lama, paling satu jam, lebih – lebih dua jam...bapaknya juga begitu saja....ya boleh ngenet tapi satu jam dua jam...dulu pernah berhenti dua hari tapi habis itu main lagi, sering ko' begitu...ketika puasa itu ya sehari, sampai sore Mas, jika jam 9 itu sampai jam 3 baru pulang, paling nanti sholat kemudian kembali lagi,

"...If I ask it's like the answer is to play game, sometimes it's 2 or 3 hours. I have no idea what he plays, I have never asked about that....that is everyday, after school...if it is night he does not play, but if there is no school he plays everyday...I have ever not allowed him (to play),, but he never listens. Yes, he keeps asking permission 'Mom, I'll go to the internet place' – like that..(I said) okay, don't take that too long, it's one hour or more, like two hours...his father just let him....he may do that...once he had ever stopped for two days but after that he played again..often do that..when it is fasting month, he can play a whole day, until late evening, if it is 9 am usually up to 3 pm, at least praying after that going back.

(Tri Haryanti, September 06th, 2011)

That experience has been done by Joshua, as his parents explain:

"...nakal banget itu joshua...baru saja saya marahin itu mas... mesti itu, setiap pulang sekolah, nyampai di rumah langsung pikirannya game , game dan game tanya saja anaknya habis nangis dia minta ampun...pokoknya mulai malam hari ini dia tidak boleh keluar, kalau nekat keluar saya polo tenan,saya sering molo – molo (mukul-mukul) dia, sampai saya bilang 'yen kwe metu bengi iki tak ceklek – ceklek (patahkan) sikilmu', sampai tak gituken...sebenarnya saya sudah nggak mau molo – molo (memukul) Dia lagi karena Dia sekarang kan sudah besar ...tapi gimana lagi, dia sering lepas dari pengawasan saya, karena posisi saya sering nggak di rumah kerja sampai sore ...

"...Joshua is naughty...I have just scolded him...he always..after school, being at home his mind is on game, game,game...just ask him, he has just been crying..he must be at home this evening, if he keeps doing that I hit him with rope while I am saying 'if you dare to go out, I'll break your legs', I said like that. But actually I won't hit him because he has grown up actually...but what to do, he always lose control from my sight, because of my position who work from morning till evening..."

(Ekawati, September 05th, 2011)

The children's real life is reduced because there is a drive or desire from the children to continue to pursue a higher level. These children take advantage of the time they have beyond the hours of their study obligations to keep repeating the game, continue to pursue their experience, and keep trying to reach the top level.

Children chase the rank in the game. The rank in the game point blank is made like a rank in the military. In total there are 51 levels level or rank in this game. Children also often ask the level of others who have not known. The rank here is the thing most children want to look for. To be able to level up, they must gather experience to the full, at every level. On the other hand, raising a rank to the next rank of the process will be more difficult because the acquisition of EXP to be achieved is increasing every time every promotion.

The children who play at Caesar Game online like Point Blank because there is a level increase, so their motivation to keep playing is to increase the experience to increase their rank. They are proud when their rank is higher than the rank of other friends, making them recognize and show their existence. Like some interviews with this child.

"...Biasanya aku juga main PB, seru Mas, senangku karena bisa naik level..."

"Usually I also play PB, It's entertaining, Bro. My satisfaction is I can reach up the next level"

(Joshua, May, 17th, 2011)

The statement was also reinforced by Mufid who felt their rank was highest among his friends.

"...Di sini yang levelnya paling tinggi, Major, hanya Aku dengan Joshua, anak – anak yang lain belum ada."

"In here, the highest level, Major, is only Joshua, the other kids have not yet reached (that level)."

(Mufid, July 27th, 2011).

Hyperreality that is formed from this level or rank is in the legitimacy of that level in the environment around the children, although in entity, rank and level is not something real. Children who have Point Blank level are recognized and able to control their social environment. Children with high Point Blank level can take control of their other friends to obey them.

The repetition by the children is a form of consumption arena for children in the use of free time / empty time as a time to produce value differences, status values and prestige values (Baudrillard, 2011: p. 208). Game Point Blank is a consumption arena as well as sign production. Children consume this Point Blank game every day as well as produce hyperreality or new reality, namely the reality of prestige formed through the game.

Conclusion

This research explains how game simulation can affect human life. Through the game, the reality of human life can be formed. Game is not something real, but it can represent reality and even replace the reality of man himself. Point Blank online game has changed the reality of children playing in Kampung Ngorsan. Their real social life, the reality of children in play and moving in real life has been

uprooted by game simulation, which seems real with all its features.

This game is an unlimited game, not a game that can be ended or rescued, but this game is a type of game that is consumed continuously, encouraging children to continue to dissolve without boredom. This game continues to ignite the curiosity of children, what will happen if they later rise in each level, the ability and what weapons they can get.

Violent arenas wrapped with happy brutality are part of the simulacra and hyperreality, embedded in the lives of the children whenever they want. Violence becomes a "want" that can be voracious any time. The explosion of violent symbols (implosion) penetrates through a path of meaning interpretation that continually enters through the simulated stream of games they play. In the current era, access to simulation and simulacra Point

Blank games more easily obtained through other gadgets such as mobile phones and tablets. This becomes an important study for further studies related to online games.

At the end, hyperreality of violence and prestige shapes the behavior and representation of the reality of children who play Point Blank at Caesar Game Online Center, Kampung Ngoresan, Surakarta.

REFERENCES

- Baudrillard, J. P. (1994). *Simulacra and Simulation*. University of Michigan
- _____. (2011). *Masyarakat Konsumsi*. Yogyakarta : Kreasi Wacana
- Piliang, Y. A. (2003). *Dunia yang Berlari, Mencari Tuhan – Tuhan Digital*. Yogyakarta : Jalasutra.
- _____. (2004a). *Dunia yang Dilipat, Tamasya Melampaui Batas – batas Kebudayaan*. Yogyakarta : Jalasutra.
- _____. (2004b). *Posrealitas, Realitas Kebudayaan dalam Era Posmetafisika*. Yogyakarta : Jalasutra..
- Ritzer, G. R. & Douglas J. G. (2009). *Teori Sosiologi : Dari Teori Sosiologi Klasik sampai Perkembangan Mutakhir Teori Sosial Postmodern*. Yogyakarta : Kreasi Wacana
- Rooij, A. J. van ; Tim M. Schoenmakers (IVO Addiction Research Institute, Rotterdam, the Netherland,), Ad A. Vermulst (Behavioural Science Institute, University of Nijmegen, the Netherland), Regina J.J.M. van den Eijnden (Faculty of Social and Behavioral Sciences, Utrecht University, the Netherlands) dan Dike van de Mheen (IVO Addiction Research Institute, Rotterdam, the Netherland and Department of Public Health, Erasmus Medical Center, the Netherlands). (2010). *Online Video Game Addiction : Identification of Addiction Adolescent Gamers* diterbitkan oleh Addiction, Society Studies of Addiction. Addiction, Society Studies of Addiction.

- Voulgari, Volgari Vassilis Komis. (2011) .*Bending the Rules...and Adding Some New Ones: Legal and Illegal Behaviours of Players in Massively Multiplayer Online Games* Department of Educational Sciences and Early Childhood Education University of Patras, Patras, Greece.
- Williams, D. (2006). (Speech Communication Department University of Illinois at Urbana-Champaign)..*Where Everybody Knows Your (Screen) Online Games as “ Third Places”*.Journal of Computer – Mediated Communication
- Yuliar, S. dkk. (2001). *Memotret Telematika Indonesia, Menyongsong Masyarakat Informasi Nusantara*. Bandung : Pustaka Hidayah.