

DOCUMENTARY FILMS AS AN EDUCATIONAL MEDIUM ON THE GAMING WORLD AND TEENAGERS' EMOTIONS

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Article history: received 06 May 2026; revised 10 May 2026; accepted 23 June 2026

DOI : <https://doi.org/10.33751/jhss.v10i02..202>

Abstrak. This study aims to produce a documentary film as an educational medium to explore the impact of gaming on adolescents' emotional development. The research applies a practice-based approach using both qualitative and quantitative methods. Data were collected through in-depth interviews, participatory observation, and questionnaires involving adolescents, parents, and experts. The findings indicate that most adolescents engage in gaming daily with durations exceeding three hours. This activity generates various emotional responses, including enjoyment, satisfaction, frustration, and anger. Gaming provides positive impacts such as entertainment, cognitive skill development, and social interaction, but also presents negative effects, including addiction, emotional instability, and reduced direct social engagement. The documentary film is designed using an expository approach to present balanced and reflective perspectives. The results suggest that documentary film is an effective educational medium to raise awareness among adolescents and parents regarding balanced game use in daily life

Keywords: documentary film, gaming, educational media, adolescent emotion

I. INTRODUCTION

Background of the Study

The rapid development of digital technology has significantly transformed adolescents' patterns of communication, entertainment, learning, and emotional expression. In contemporary digital culture, video games are no longer perceived merely as recreational tools; rather, they have become part of adolescents' everyday social and psychological experiences. The report *Digital 2023: Indonesia* indicates that gaming has become a dominant activity among young internet users, especially those aged 16–24, showing that digital games are deeply embedded in youth culture [1]. This phenomenon is particularly relevant in Indonesia, where adolescents increasingly access games through smartphones, computers, and gaming consoles as part of their daily routines.

Adolescence is a developmental phase marked by identity exploration, emotional instability, and high sensitivity to social and environmental influences. Erikson explains that adolescents experience the stage of identity versus role confusion, in which they actively construct self-understanding through interaction with their surrounding environment [2]. In this context, digital games may function as spaces where adolescents experiment with identity, competition, achievement, and social recognition. As digital natives, adolescents are familiar with digital environments and tend to engage naturally with interactive technologies as part of their learning and social experiences [3].

Video games may provide several positive contributions to adolescent development. Games can stimulate strategic thinking, problem-solving, collaboration, and decision-making skills, particularly when they involve interactive and goal-oriented challenges [3], [8], [14]. However, excessive or uncontrolled gaming may also create

psychological and social risks. Previous studies have shown that violent or highly competitive games may influence aggressive cognition, emotional arousal, and reduced prosocial behavior [4], [15]. In addition, excessive gaming has been associated with addictive tendencies, anxiety, reduced concentration, and difficulties in emotional regulation [5], [11]. These findings suggest that gaming is not a one-dimensional phenomenon, but a complex digital practice that may generate both constructive and problematic emotional outcomes.

The emotional dimension of adolescent gaming is important because emotions shape how adolescents respond to achievement, failure, competition, peer interaction, and self-control. Santrock emphasizes that adolescence is a period of heightened emotional sensitivity and developmental transition [6], while Papalia and Martorell explain that emotional development is closely related to adolescents' ability to regulate feelings, build relationships, and adapt to social contexts [10]. Therefore, gaming may become either a medium of emotional expression or a source of emotional pressure, depending on duration, content, supervision, peer influence, and self-management.

Within this context, documentary film offers a relevant medium for educational communication. Documentary film does not merely record reality; it constructs meaning through the selection of subjects, narratives, images, interviews, and audiovisual representation [7]. As an educational medium, documentary film can present social realities in a reflective, humanistic, and accessible manner. Through visual storytelling, documentary film can help adolescents, parents, educators, and communities understand the emotional dynamics of gaming more critically and empathetically. The use of documentary film is also aligned with practice-based research, in which artistic creation becomes both a creative product and a process of knowledge production [9], [13].

Problem of the Study

Although gaming has become an inseparable part of adolescent life, public understanding of its emotional impact remains fragmented. On the one hand, gaming is often associated with entertainment, creativity, social interaction, and cognitive development. On the other hand, gaming is frequently viewed as a source of addiction, emotional instability, aggression, and reduced face-to-face communication [4], [5], [11]. This polarized view tends to simplify the issue and may prevent a balanced understanding of how adolescents actually experience gaming in their daily lives.

The main problem addressed in this study is the lack of educational media that can present the relationship between gaming and adolescent emotions in a balanced, reflective, and evidence-informed manner. Many discussions about gaming focus primarily on either its risks or its benefits, while the subjective emotional experiences of adolescents, the role of parents, and the perspectives of experts are often not integrated into a single narrative. As a result, adolescents may not fully understand how gaming influences their emotions, while parents and educators may lack appropriate tools to communicate about gaming in a constructive way.

From a psychological perspective, adolescents are still developing emotional regulation, self-control, and social responsibility [6], [10], [12]. When gaming is practiced excessively, adolescents may experience frustration, anger, dependency, and reduced control over time management [5], [11]. From a social learning perspective, behavior may be shaped through observation, imitation, reinforcement, and repeated exposure to certain patterns of interaction [16], [17]. Therefore, gaming environments may influence how adolescents respond to competition, conflict, victory, defeat, and interpersonal communication.

Based on this problem, this study focuses on how documentary film can be developed as an educational medium to explore and communicate the emotional dynamics of adolescents in the gaming world. The study addresses the following issues: how gaming influences adolescents' emotional experiences, how documentary film can represent these experiences through audiovisual language, and how such a film can encourage reflection among adolescents, parents, and the wider community.

Research's State of the Art

Previous studies have examined gaming from various perspectives, including digital culture, psychology, learning, addiction, and media studies. Prensky introduced the concept of digital natives to describe generations who grow up with digital technology and naturally integrate it into their daily activities [3]. Gee further argues that

video games can function as learning environments because they involve identity, experience, interaction, problem-solving, and situated meaning [8]. Similarly, Granic, Lobel, and Engels explain that video games may support cognitive, motivational, emotional, and social benefits when used appropriately [14].

However, other studies have emphasized the risks of gaming. Anderson and Bushman found that violent video games may contribute to aggressive behavior, aggressive cognition, aggressive affect, physiological arousal, and reduced prosocial behavior [4]. Gentile also found that pathological video-game use among youth is associated with psychological and behavioral difficulties [5]. Kuss and Griffiths further identified internet gaming addiction as a significant issue that requires attention due to its relationship with mental health and behavioral regulation [11]. These studies demonstrate that gaming has multidimensional consequences and must be understood through a balanced analytical framework.

In the field of adolescent development, Erikson's psychosocial theory explains adolescence as a crucial stage of identity formation [2]. Santrock and Hurlock describe adolescence as a period of emotional transition, self-discovery, and sensitivity to environmental influences [6], [12]. Papalia and Martorell also emphasize that emotional development is connected to adolescents' capacity to manage relationships, self-control, and social adaptation [10]. These perspectives provide a theoretical foundation for understanding why adolescents may respond strongly to gaming experiences, especially in situations involving competition, failure, achievement, and peer recognition.

In media and documentary studies, Nichols explains that documentary film is a form of representation that organizes reality through the filmmaker's perspective, narrative structure, and audiovisual techniques [7]. Documentary film can therefore serve not only as a record of social reality but also as a medium for education, reflection, and awareness building. In creative arts research, Smith and Dean as well as Gray and Malins argue that artistic practice can generate knowledge through the process of creation, reflection, and research-based production [9], [13]. This supports the use of practice-based research in creating documentary films that are grounded in empirical data and social phenomena.

Based on these studies, the state of the art shows that gaming, adolescent emotion, and documentary film have been discussed in separate scholarly domains. Studies on gaming have explored benefits and risks; studies on adolescent development have examined emotional and psychosocial growth; and studies on documentary film have explained the educational and representational power of audiovisual media. However, the integration of these three domains into a practice-based documentary project focusing on the emotional dynamics of adolescent gamers remains underdeveloped.

Gap Study and Objective

The research gap lies in the limited integration between gaming studies, adolescent emotional development, and documentary film as an educational medium. Existing studies have provided strong theoretical and empirical explanations regarding gaming benefits, gaming risks, adolescent emotion, and documentary representation [4], [5], [7], [10], [11], [14]. Nevertheless, few studies translate these findings into an audiovisual educational work that presents the voices of adolescents, parents, and experts in a balanced and reflective documentary format.

Another gap concerns the tendency of previous discussions to position gaming either as a problem or as a benefit. Such binary framing may overlook the complexity of adolescents' emotional experiences in real-life gaming practices. Gaming may create enjoyment, relaxation, achievement, and social interaction, but it may also trigger frustration, anger, dependency, and loss of self-control [5], [11], [14]. Therefore, a more nuanced educational approach is required to help audiences understand that the impact of gaming depends on intensity, content, supervision, emotional maturity, and the social environment.

This study aims to develop a documentary film as an educational medium that explores the influence of gaming on adolescents' emotions. Specifically, the study aims to: first, identify adolescents' emotional experiences in gaming activities; second, describe the creative process of producing a documentary film based on interviews, observations, and supporting data; third, construct a balanced audiovisual narrative involving adolescents, parents, and experts; and fourth, promote awareness of emotional regulation, digital balance, and responsible gaming practices.

The contribution of this study is both theoretical and practical. Theoretically, it integrates perspectives from adolescent development, social learning, gaming studies, documentary film, and practice-based research. Practically, it produces an educational documentary that can be used by adolescents, parents, educators, and communities to reflect on the emotional implications of gaming. By presenting gaming as a complex digital phenomenon rather than a purely negative or positive activity, this study is expected to contribute to digital literacy, media education, and adolescent emotional awareness in contemporary society.

II. METHOD

Type and Design

This study employed a practice-based research design supported by a mixed-methods approach. The practice-based design was selected because the study did not only aim to describe a social phenomenon, but also to produce an artistic and educational work in the form of a documentary film. In this context, the documentary film functioned as both the research outcome and the medium through which knowledge about adolescents' emotional experiences in gaming was represented. Practice-based research is relevant in creative arts because artistic practice can generate knowledge through the process of conceptualization, production, reflection, and public communication [13], [18]. Therefore, the creative process in this study was treated as an integral part of the research process.

The mixed-methods approach was used to obtain a more comprehensive understanding of the relationship between gaming activities and adolescents' emotions. Qualitative data were used to explore subjective experiences, emotional responses, parental perspectives, and expert interpretation, while quantitative data were used to identify general patterns of gaming behavior among adolescent respondents. This combination allowed the study to connect personal narratives with broader behavioral tendencies. As Creswell and Creswell explain, mixed-methods research enables researchers to integrate qualitative and quantitative data in order to provide a stronger and more complete explanation of a research problem [19]. Thus, the design of this study combined empirical inquiry, creative production, and reflective interpretation.

The documentary production process was organized into three main stages: pre-production, production, and post-production. The pre-production stage included topic identification, preliminary observation, literature review, selection of informants, development of the film concept, and preparation of the narrative treatment. The production stage involved audiovisual data collection through interviews, observation, and visual recording of adolescents' gaming activities and social environments. The post-production stage included data selection, transcription, narrative construction, offline editing, online editing, sound arrangement, and finalization of the documentary film. These stages were designed to ensure coherence between research data, documentary aesthetics, and educational objectives.

Data and Data Sources

The data in this study consisted of qualitative and quantitative data. Qualitative data were obtained from interviews, field observations, visual documentation, and creative reflections during the production process. These data focused on adolescents' emotional experiences while playing video games, including enjoyment, satisfaction, frustration, anger, emotional attachment, and self-control. Additional qualitative data were collected from parents and experts to provide broader perspectives on gaming behavior, emotional regulation, parental supervision, and psychological interpretation. The involvement of multiple perspectives was intended to strengthen the credibility and balance of the documentary narrative.

Quantitative data were obtained through questionnaires distributed to adolescent respondents who met the relevant criteria as active game users. The questionnaire was designed to identify general tendencies related to gaming duration, frequency, emotional responses, and perceived self-control. These data supported the qualitative findings by providing an overview of behavioral patterns among adolescents. Although the quantitative component was not intended for broad statistical generalization, it served as supporting evidence to strengthen the interpretation of field findings.

The primary data sources included adolescent gamers, parents, and experts. Adolescent gamers were selected because they directly experienced emotional dynamics in gaming activities. Parents were involved because they observed behavioral changes, time management issues, and emotional regulation in their children's daily lives. Experts, particularly those with knowledge of psychology and adolescent development, were included to provide theoretical and professional interpretation of the phenomenon. Secondary data sources were obtained from books, journal articles, reports, and previous studies related to gaming, adolescent emotional development, documentary film, social learning, and practice-based research.

Data Collection Technique

Data were collected using interviews, participatory observation, questionnaires, literature review, and audiovisual documentation. In-depth interviews were conducted with adolescent gamers, parents, and experts to explore their experiences, perceptions, and interpretations of gaming and emotional change. The interviews with adolescents focused on their gaming habits, emotional reactions during winning or losing, reasons for continuing to play, and perceived changes in behavior. Interviews with parents focused on supervision, communication patterns, behavioral changes, and strategies for setting boundaries. Expert interviews were used to obtain psychological explanations regarding emotional regulation, dependency, motivation, and environmental influence.

Participatory observation was conducted by directly observing adolescents in their gaming environment. This technique allowed the researcher-creator to understand gaming behavior not only through verbal statements but also through visible expressions, gestures, interaction patterns, and emotional responses during gameplay. Observation was also used to capture the social and spatial contexts of gaming, including home environments, peer interactions, and everyday routines. In documentary production, this observation was important because visual evidence served as the foundation for constructing the film's narrative and emotional atmosphere.

Questionnaires were used to collect supporting quantitative data from adolescent respondents. The questionnaire items were arranged to identify gaming frequency, duration, emotional responses, social interaction, and self-management. The use of questionnaires enabled the researcher to recognize general tendencies that could support the qualitative findings from interviews and observations. In addition, a literature review was conducted to strengthen the conceptual and theoretical basis of the study. Audiovisual documentation was collected through camera recording, interview footage, B-roll, environmental shots, and sound recording. These materials became the main visual and audio sources for the documentary film.

Data Analysis

The qualitative data were analyzed descriptively and interpretively. Interview transcripts, observation notes, and visual documentation were reviewed to identify recurring themes related to adolescents' emotional experiences in gaming. The analysis focused on several thematic categories, including emotional intensity during gameplay, frustration after losing, satisfaction after winning, attachment to gaming, self-control, parental supervision, and environmental influence. These themes were then connected with theoretical perspectives on adolescent development, social learning, gaming studies, and documentary representation.

The quantitative data from questionnaires were analyzed using simple descriptive analysis. The responses were summarized to identify tendencies in gaming frequency, duration, emotional response, and perceived control over gaming activities. The results were not positioned as the sole basis for conclusion, but as supporting data that strengthened the interpretation of qualitative findings. This integration of qualitative and quantitative evidence allowed the study to present a more balanced understanding of the phenomenon.

In the creative analysis stage, the collected data were transformed into a documentary narrative. The researcher selected the most relevant interview excerpts, observational footage, and supporting visuals to construct a coherent story structure. The analysis considered not only the content of the data but also the aesthetic and communicative aspects of documentary film, such as framing, visual rhythm, sound, editing, narration, and emotional tone. The final interpretation was developed through the relationship between empirical findings and creative representation. Therefore, the data analysis process did not end with textual interpretation, but continued

into the construction of an educational audiovisual work that presents the emotional dynamics of adolescents in the gaming world.

III. RESULTS

Creation Process

This chapter explains the process of creating a documentary film as an educational medium that explores the emotional dynamics of teenagers in the gaming world. This process is the result of combining field data, concepts, and a pre-designed artistic approach. Creation is understood not only as a technical process but also as a creative process that generates meaning.

Sources of Creation

The source of creation in this work stems from social phenomena occurring in society, particularly regarding gaming activities among adolescents. Data was collected through interviews, observations, and questionnaires, thereby providing a fairly comprehensive picture of the conditions observed in the field.

Interview Footage

Interviews were conducted with several key informants, including teenage gamers, parents, and experts.



Figure 1. Photo of Tomy Andika Putra
Documentation: Author, 2026.

A key informant, a teenager who actively plays video games, described how gaming evokes quite strong emotions. When losing, feelings of anger and frustration arise, leading to spontaneous actions such as slamming the table or using harsh language. Conversely, when winning, feelings of satisfaction and joy emerge. This demonstrates that video games are not merely a form of entertainment but also directly influence emotional states.

In addition, there is a tendency to keep playing after suffering a loss. This indicates an emotional attachment to the game. Under certain circumstances, the interviewee also feels a change in behavior while playing the game, as if he were a different person from his everyday self.



Figure 2. Tomy Andika Putra's parents
Documentation: Author, 2026.

From the parents' perspective, it was found that at first, gaming was not seen as a problem. However, over time, changes in the children's behavior became apparent, particularly in terms of time management and emotional regulation. Parents then began to set limits to ensure that gaming remained balanced with other activities.

Meanwhile, experts explain that the tendency toward excessive gaming can be influenced by environmental factors, such as a lack of parental supervision. Gaming is also linked to the dopamine system, which triggers feelings of pleasure, thereby encouraging players to keep repeating the activity. The results of these interviews show that gaming has a significant impact on adolescents' emotions, both positive and negative.

Results of Observations and Questionnaires

The observation involved directly observing the activities of adolescents while playing video games, both individually and with friends. The results show that video games are often the primary activity during their free time.

In general, adolescents appear to experience a range of emotional changes while gaming, such as joy, tension, and even anger. In some cases, gaming also affects social interactions, either by reducing face-to-face communication or by strengthening relationships through online play. Based on the questionnaire results, it can be concluded that the majority of respondents engage in gaming at a fairly high intensity. The long duration of play indicates that gaming has become part of their daily routine.

Other findings indicate that many adolescents experience mixed emotions while gaming, as well as frustration when they lose. This reinforces the observational findings that games not only serve as entertainment but also influence emotional states. There is a discrepancy between perception and actual behavior. Some adolescents feel they are able to control their gaming time, but in practice, that control is not always consistent.

Source Synthesis

Data from interviews, observations, and questionnaires were then combined to form a more comprehensive understanding. The results of the synthesis indicate that games serve as a space for quite intense emotional experiences for adolescents. Emotions such as anger, joy, and frustration emerge as part of in-game interactions. Furthermore, it appears that adolescents' emotional states do not exist in isolation but are influenced by their environment, such as family and peer groups. Under controlled conditions, games can provide benefits, but otherwise, they can exacerbate emotional imbalances. From this synthesis, three main points were identified that form the basis of the film:

1. The intensity of emotions while gaming
2. Adolescent self-management
3. The role of the environment

Analysis of Creative Sources

The analysis was conducted using the theories discussed earlier: documentary theory, adolescent development, and social learning. The data obtained was not presented in its raw form but was organized into a structured narrative. The film was constructed using an expository approach to ensure the message was conveyed clearly. From a psychological perspective, adolescents' emotions in games can be understood as part of the process of self-discovery. Games serve as a space for adolescents to express themselves and gain recognition. From a social perspective, behavior within games is also influenced by the environment. Adolescents tend to mimic the behavior they observe, whether from the game itself or from other players. The results of this analysis then form the basis for determining the direction of the story and the visual presentation in the film.

The Concept of Creation

The concept of creation in this film positions video games as a part of teenage life that needs to be understood in a balanced way. The film does not aim to judge, but rather invites the audience to view the phenomenon from various perspectives.

Core Idea

The main idea of this film is that games serve as a space for emotional experiences for teenagers. Games do not only have negative effects but also positive aspects, depending on how they are used.

Story Structure

The film's structure is built up gradually, starting with the introduction, moving through the conflict, and ending with reflection. The narrative follows the teenager's emotional journey, not just the sequence of events.

Visuals and Emotion

Visuals in the film are used to reinforce emotions. Close-ups are used to capture expressions, while a handheld camera is used at certain moments to create a more realistic feel. Differences in setting are also used symbolically, such as a dark or bright play area to depict an emotional atmosphere.



Figure 3. Frustration while playing
Documentation: Author, 2026

Multiple Perspectives

This film adopts multiple perspectives those of teenagers, parents, and experts. The aim is to ensure the story is more balanced and not presented solely from one side.

Conflict and Transformation

Conflict in the film isn't portrayed excessively but through the emotional experiences of the subjects. The changes that occur are more gradual, such as the realization of the need to manage playtime.

Music as a Support

Music is used to enhance the atmosphere without distracting from the narrative. Additionally, music serves as a symbol of change, transitioning from an emotionally unstable state to a more controlled one.

Educational Focus

This film is designed as an educational tool that encourages viewers to think. The message is conveyed indirectly through the story and the interviewees' experiences.

Analysis and Aesthetics of The Work

Description of the Work

The resulting work is a documentary film titled *"Dunia Game pada Emosional Remaja,"* which serves as an educational tool regarding adolescents' involvement in the world of digital gaming and its impact on their emotional well-being. The film employs an expository approach, combining interviews, observations, and illustrative visuals (B-roll) to convey information clearly and in a structured manner. Technically, the film is approximately 30 minutes long in digital format (MP4), with 4K resolution (3840×2160), a 16:9 aspect ratio, a frame rate of 24 fps, and is in Indonesian. The narrative structure is linear, beginning with an opening, an introduction to the interviewees, gaming experiences, perspectives from parents and experts, conflicts, and concluding with solutions. This narrative flow is designed to guide viewers from an introduction to the phenomenon toward reflection and resolution in an educational manner.

Work Analysis

The analysis examines the relationship between the film's structure, visuals, and the meaning conveyed. An expository approach is evident through the use of direct narration, interviews, and visual elements to reinforce the information.

Opening

The opening section features environmental visuals and clips of gaming phenomena, reinforced by a voice-over. This serves to establish the initial context while directing the audience's focus toward the issue being addressed.



Figure 4. Drone footage of the environment
Documentation: Author, 2026

Introduction to the Interviewee

The film then introduces the interviewee through an interview shot using a medium shot. This composition creates a natural feel and captures the subject's expressions in balance with their surroundings.



Figure 5. Interview with a source (medium shot)
Documentation: Author, 2026

Gaming Experience

The interviewee recounts their gaming journey from the beginning to high-intensity play. This activity is not only a form of entertainment but also shapes patterns of social interaction and competition. This elicits emotional responses such as satisfaction upon winning and frustration upon losing.

Parental Perspective

Parents offer their perspective on changes in their children's behavior, particularly regarding time management and emotional regulation. The approach, which was initially strict, later evolved into a more communicative one. This section highlights the conflict while also illustrating the differing perspectives.

Conflict

Conflict serves as a key indicator of adolescents' emotional instability. Expressions of anger and frustration are visually depicted, highlighting the intense impact of the game.

Expert

The presence of a psychologist provides a scientific explanation for the phenomena occurring. This section enhances the film's credibility and connects personal experiences with theory.

Change and Solutions

The film then illustrates a shift in behavior toward balance. Activities outside of gaming begin to emerge as alternatives, while the solutions emphasize the roles of adolescents, parents, and the environment in managing gaming use wisely.



Figure 6. Adolescents riding a Vespa
Documentation: Author, 2026

Aesthetic Analysis of the Work

Aesthetic analysis focuses on how visual and audio elements are used to reinforce meaning and emotion in the film.

Composition and Framing

The use of medium shots and close-ups dominates, especially during interviews. Close-ups help convey emotional expressions more deeply, thereby creating a sense of intimacy between the audience and the subject.

Illustrative Visuals (B-roll)

B-roll is used to support the narrative, such as scenes of gaming and everyday life. This keeps the film from feeling monotonous and helps viewers understand the story visually.

Lighting

The film uses natural lighting to maintain a realistic feel. Additional lighting is used sparingly to highlight the subject without losing the natural feel.

Color and Tone

The color tone tends to be natural. During conflict scenes, visuals are made more contrasted or darker to intensify emotions, while in resolution scenes they are brighter to convey a sense of calm and reflection.



Figure 7. Natural color tone in a scene
Documentation: Author, 2026

Audio and Music

The audio consists of interviews, ambient sounds, and background music. Music is used selectively to enhance the mood, particularly during conflict and resolution scenes, thereby helping to build the atmosphere.

Editing Rhythm

The editing rhythm follows the story's dynamics. During conflict scenes, the pace is faster with tight cuts to convey tension. In reflective scenes, the pace slows down to allow the audience to grasp the message more deeply.

The results of this study show that the documentary film developed in this research functions as an educational medium that represents the emotional dynamics of adolescents in the gaming world. The film was produced through the integration of field data, creative concepts, and audiovisual techniques. The main findings

were obtained from interviews, participatory observation, questionnaires, and the creative production process. These findings indicate that gaming is not merely a recreational activity but also an emotional space in which adolescents experience pleasure, satisfaction, frustration, anger, competition, attachment, and self-reflection.

The first major finding concerns the intensity of adolescents' emotional responses during gaming activities. The interview results show that adolescents tend to experience strong emotional reactions when playing games, particularly in situations involving victory, defeat, competition, and repeated failure. Winning produces feelings of satisfaction, pride, and enjoyment, whereas losing may trigger anger, frustration, and impulsive verbal or physical responses. This finding is consistent with recent studies showing that problematic gaming is closely related to emotion regulation difficulties, especially when games are used as a strategy to escape, suppress, or manage negative emotions [20]. In this study, gaming is therefore understood as a digital activity that can intensify emotional experience, especially when adolescents lack sufficient self-control and emotional regulation.

The second finding relates to adolescent self-management in gaming activities. The results of observations and questionnaires indicate that many adolescents spend long periods playing games and sometimes find it difficult to regulate their playing time consistently. Some adolescents believe that they are able to control their gaming habits, yet their actual behavior shows inconsistencies in time management and emotional control. This finding supports recent research indicating that problematic gaming among adolescents is associated with parent-adolescent relationships, emotional regulation, and psychological conditions within the family environment [21]. Thus, self-management in gaming is not only an individual issue but also a relational and environmental issue involving family communication, supervision, and emotional support.

The third finding concerns the role of the social environment, particularly parents and peers, in shaping adolescents' gaming behavior. The parental perspective in the documentary shows that gaming is not always perceived as problematic at the beginning. However, when gaming begins to affect time management, communication, and emotional stability, parents tend to set rules and boundaries. This indicates that parental involvement plays an important role in helping adolescents balance digital activities and real-life responsibilities. Recent studies also suggest that adolescent social media and internet gaming addiction are related to emotion regulation, highlighting the need for supportive guidance rather than purely restrictive control [22].

The fourth finding is related to the effectiveness of documentary film as a medium for communicating the phenomenon. The film uses an expository approach by combining interviews, narration, observational footage, B-roll, environmental shots, music, and editing rhythm. This approach enables the film to present factual information while maintaining emotional engagement. The use of close-ups helps capture emotional expressions, while medium shots provide context for the subject's environment. B-roll footage supports the narrative by showing gaming activities, family situations, and alternative activities outside gaming. Recent studies on game-based social-emotional learning show that digital media can support self-awareness, self-management, and emotional understanding when used within a guided educational framework [23]. In this study, documentary film serves a similar educational function by guiding viewers to reflect critically on gaming behavior and emotional balance.

The fifth finding concerns the transformation of empirical data into audiovisual storytelling. The documentary does not present data in a purely descriptive or statistical form; instead, it converts research findings into a visual narrative that is accessible to adolescents, parents, educators, and the wider community. The film's structure moves from introduction, personal experience, parental perspective, expert explanation, conflict, and reflection toward solutions. This structure allows viewers to understand gaming as a complex phenomenon that involves emotion, behavior, family interaction, and digital culture. A recent study on learning film development also shows that film can improve digital literacy, encourage responsible device use, and facilitate meaningful discussion between students and parents [24]. Therefore, the documentary developed in this study has the potential to function not only as a creative work but also as an educational intervention.

Discussions

The findings of this study confirm that gaming among adolescents should be interpreted through a balanced perspective. Gaming can provide entertainment, relaxation, achievement, social interaction, and cognitive stimulation. However, excessive gaming may lead to emotional instability, frustration, dependency, poor time

management, and reduced direct social engagement. The documentary film developed in this study attempts to avoid a judgmental representation of gaming. Instead, it presents gaming as part of adolescent digital life that must be understood, guided, and managed wisely.

The emotional responses shown in the film demonstrate that adolescents' gaming behavior is closely related to their developmental stage. Adolescents are still learning how to regulate emotions, control impulses, negotiate social relationships, and construct identity. In competitive gaming situations, emotional reactions may become more intense because games provide immediate feedback, rewards, failure, ranking, and peer recognition. Therefore, frustration after losing and satisfaction after winning are not merely spontaneous reactions but part of a broader emotional learning process. This reinforces the importance of guiding adolescents to develop emotional literacy and self-control when engaging with digital games.

The documentary also shows that parents play a crucial role in mediating adolescents' gaming experiences. Parental supervision should not rely only on prohibition or punishment. Instead, parents need to build communication, negotiate reasonable boundaries, and understand the emotional meaning of gaming for adolescents. When parents understand gaming only as a negative activity, communication may become conflictual. However, when parents understand gaming as a digital space that contains both risks and opportunities, they can guide adolescents more constructively. This supports the argument that educational media should involve both adolescents and parents in reflective dialogue about digital behavior.

From an educational perspective, the documentary film produced in this study has the potential to become a learning resource for digital literacy and emotional awareness. Documentary film is effective because it presents real experiences through visual, auditory, and narrative elements. Unlike conventional lectures or written explanations, documentary film can stimulate empathy, critical thinking, and reflective discussion. A recent study on documentary video learning media also found that documentary-based media can increase students' motivation and engagement because it presents learning content in a contextual and accessible way [25]. Therefore, the film developed in this study may be used in schools, family education programs, digital literacy workshops, or community-based discussions.

Novelty and contribution

The novelty of this study lies in the integration of gaming studies, adolescent emotional development, and documentary film production within a practice-based research framework. Previous studies have discussed gaming addiction, emotional regulation, adolescent development, and documentary film separately. This study contributes by combining these domains into a single creative research project that produces an educational documentary based on empirical data and audiovisual interpretation.

The first contribution is conceptual. This study positions gaming as a multidimensional phenomenon rather than a purely negative or positive activity. The film demonstrates that gaming can become a space for entertainment, social interaction, achievement, and emotional expression, but it can also become a source of frustration, dependency, and emotional imbalance when used excessively. This balanced perspective is important because it helps avoid moral panic and encourages more constructive discussion about gaming among adolescents.

The second contribution is methodological. This study applies practice-based research by treating the documentary film as both a creative product and a research output. The process of pre-production, production, and post-production was not merely technical but also analytical. Interviews, observations, questionnaires, and visual documentation were transformed into a structured documentary narrative. This approach shows how creative practice can function as a valid method for exploring social and psychological phenomena.

The third contribution is practical. The documentary film can be used as an educational medium for adolescents, parents, educators, and communities. It provides a reflective tool to discuss gaming habits, emotional regulation, self-management, and parental guidance. The film also contributes to digital literacy education by encouraging audiences to understand the relationship between digital entertainment and emotional well-being.

Limitation and future study

Future research should expand the scope of participants by involving adolescents from different age groups, school levels, socioeconomic backgrounds, and cultural contexts. A broader sample would provide a more comprehensive understanding of how gaming influences adolescent emotions across diverse environments. Future studies may also compare emotional responses across different game genres, such as competitive games, role-playing games, simulation games, educational games, and violent games.

Further research may also apply longitudinal designs to examine how gaming habits influence emotional development over time. Such studies could identify whether emotional responses to gaming are temporary, repeated, or gradually internalized into behavioral patterns. In addition, future research could use psychological measurement instruments to assess emotion regulation, gaming addiction, anxiety, aggression, self-control, and social interaction more systematically.

From the perspective of creative practice, future researchers and filmmakers may develop documentary films with more participatory approaches. Adolescents could be involved not only as subjects but also as co-creators who record, narrate, and reflect on their own gaming experiences. This approach may produce a deeper and more authentic representation of adolescent digital life.

Future studies may also evaluate the effectiveness of the documentary film as an educational intervention. For example, researchers could examine audience responses before and after watching the film, including changes in awareness, attitudes, emotional understanding, and family communication about gaming. Such evaluation would strengthen the evidence that documentary film can function as an effective medium for digital literacy and adolescent emotional education.

Implication and suggestions

The findings of this study have several implications. For adolescents, the film suggests the importance of developing self-awareness in gaming activities. Adolescents need to recognize their emotional responses during gaming, especially anger, frustration, excessive excitement, and difficulty stopping. They should be encouraged to manage playing time, balance gaming with academic and social responsibilities, and engage in alternative activities outside digital spaces.

For parents, this study implies that guidance and communication are more effective than strict prohibition. Parents should understand the types of games played by their children, the duration of gaming, the emotional reactions that emerge, and the social context of gaming. Parents are also encouraged to establish clear rules, discuss gaming habits openly, and support adolescents in building emotional regulation and time management skills.

For educators and educational institutions, this documentary film can be used as a learning resource in digital literacy, character education, counseling, and media education. Schools can use the film to initiate classroom discussions about responsible technology use, emotional control, and the impact of digital entertainment. The film may also support guidance and counseling services by providing concrete examples of adolescent emotional experiences in gaming.

For policymakers and community institutions, the study suggests the need to develop educational programs that address gaming behavior from a balanced perspective. Policies related to adolescent digital behavior should not only focus on restriction but also on literacy, emotional education, family involvement, and healthy digital culture. Community-based screenings and discussions may be used to increase public awareness of responsible gaming practices.

IV. CONCLUSION

Based on the process of creating this documentary film, it can be concluded that the film stems from the phenomenon of increasing involvement of teenagers in the world of digital gaming and its impact on their emotional well-being. The film is designed as an educational tool that not only portrays reality but also provides a balanced understanding of the positive and negative effects of gaming. Through observation, interviews, and expository writing, this work provides a more comprehensive portrayal of the emotional dynamics of adolescents. The results

indicate that video games can provide benefits such as entertainment, relaxation, and social interaction, yet they also have the potential to cause negative effects like frustration, addiction, and a decline in self-control if used excessively. Thus, this documentary serves not only as a representation of reality but also as a medium for reflection for adolescents and parents in understanding the importance of emotional regulation and the balance between the digital world and real life. This work makes several tangible contributions. Socially, the film raises public awareness of the impact of video games on teenagers and encourages more open communication between children and parents (). From the perspective of the digital socio-cultural environment, this work underscores the importance of balancing digital activities with daily life, as well as the role of the family in shaping adolescent behavior. Meanwhile, from an economic standpoint, the film demonstrates that the gaming world holds potential as an opportunity within the creative industries, such as esports and digital content. However, this potential must be balanced with proper management to ensure it does not hinder individual productivity. Adolescents are expected to manage their time and emotions wisely when playing games. Parents are encouraged to be more actively involved in guiding their children through a communicative approach and by setting clear boundaries. Educational institutions can play a role through digital literacy education and by utilizing film as a learning tool. For future researchers, it is hoped that they can develop broader studies using diverse approaches. Additionally, future creators are encouraged to introduce innovations in visual and narrative presentation, as well as address other issues relevant to the development of digital culture.

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