

# Digital Overstimulation, Physical Activity, and Character Development among Generation Alpha Elementary Students

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**Submission date:** 30-Jul-2026 06:57PM (UTC+0530)

**Submission ID:** 3005573345

**File name:** COPY\_EDITING-\_Else\_Puspitasari-\_JULY\_2026.docx (4.54M)

**Word count:** 3628

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# Digital Overstimulation, Physical Activity, and Character Development among Generation Alpha Elementary Students

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## Abstract

### Objectives:

The main objective of this study is to identify the early signs of digital overstimulation among Generation Alpha students and analyze its impact on emotional regulation and character development. Furthermore, the study tests the effectiveness of integrated physical activity as a natural buffer to mitigate these effects and foster cooperative and empathetic values within a rural elementary school environment.

### Materials and Methods:

This study employed a mixed-methods approach involving 115 students at SDN Paron 1, Ngawi. Data were collected over two days using a Rating Scale 1-4 instrument designed to map digital habits and optional behavior, complemented by direct field observations and semi-structured interviews. Quantitative data were analyzed using descriptive statistics, including frequency distributions and mean values, while qualitative data were processed through thematic analysis.

### Results:

The background of this problem stems from the unregulated gadget exposure in rural households, creating a sensory mismatch when children enter structured school environments. This study contributes an empirical "school ecology" mitigation model that shows how structured kinesthetic interventions directly counter neurological overload. Quantitatively, 82.7% of students experienced high to very high levels of digital overstimulation (Mean 3.42). This condition significantly correlated with low emotional regulation capabilities (Mean 2.15) and increased behavioral tantrums. However, large-scale physical activities (morning exercises and Adiwiyata green space nature exploration) acted as powerful natural buffers, reducing boredom, stabilizing emotional spikes, and restoring students' character resilience (cooperation and empathy).

### Conclusions:

This study conclusively confirms that digital overstimulation poses a real ecological threat to the emotional regulation and social skills of Generation Alpha students in rural settings. Integrating movement-based and outdoor learning into the school curriculum is an essential practical strategy to neutralize digital residual effects. Future efforts should emphasize the alignment of schools and parental mediation at home to safeguard the cognitive and emotional well-being of future generations in the era of digital disruption.

**Keywords:** Digital Overstimulation; Physical Activity; Emotional Regulation; Generation Alpha; Character Development



## Introduction

Generation Alpha was born and grew up in the midst of the rapid development of digital technology (Aryani et al., 2024; Runcan, 2025). For them, gadgets and screen exposure are not just instruments of entertainment, but part of the ecological reality in which they interact and observe the world (Höfrová et al., 2024; Narita, 2025; Salazar, 2025). Unfortunately, behind this ease of access to information, a silent threat looms in the form of digital overstimulation. This condition occurs when children's neurological capacities are constantly bombarded by fast-paced visual and auditory stimuli, posing a risk of disrupting their cognitive and socio-emotional balance in school. Elementary school is essentially a period of fundamental transition (Dörrenbächer et al., 2024; Jang, 2025), where students begin to progress from very simple thinking to much more complex, concrete operational understanding. It is during this critical phase that in-depth observation of the characteristics of their social and emotional interactions becomes crucial.

In contemporary developmental psychology, the behavioral architecture of children is heavily governed by the environmental systems surrounding them. When the <sup>29</sup>systems are dominated by non-stop digital streams, the internal mechanism of **emotional regulation the capacity to** monitor, evaluate, **and modify emotional** reactions to accomplish situational goals becomes compromised. In elementary-aged cohorts, emotional regulation does not develop in a vacuum; it requires physical feedback loops, real-time peer negotiation, and structured physical expenditures to balance the nervous system's arousal levels.

Concurrently, character development within primary education underpins the acquisition of fundamental social virtues, namely empathy, structural cooperation, and resilience. In a balanced development pathway, these attributes are forged through somatic experiences and direct community interaction. However, when excessive screen time suppresses active movement <sup>27</sup> physical activity is displaced, leading to an expansion of sedentary lifestyles (Ulset et al., 2025; Ulset et al., 2025; Wargama et al., 2026). This somatic-digital imbalance restricts the neuro-motor opportunities essential for cooling down hyper-aroused neural pathways, thereby generating a psychological state prone to immediate frustration.

Various previous studies have confirmed that a student's psychological development readiness, both in social, emotional and cognitive dimensions, has a direct correlation with the level of active participation <sup>24</sup> and problem-solving abilities in the classroom (Martinez et al., 2024; Gkintoni et al., 2025). However, **there is a significant research gap** regarding empirical evaluation **in** rural settings. Amidst **the** rapid technological transition in rural areas, there is often a disconnect between the digital lifestyles adopted by students and their physical and emotional readiness. Students with high daily exposure to devices tend to display less controlled emotional reactivity (such as tantrums) when faced with school routines that require long-term patience.

The core problem prompting this research arises from localized field observations and preliminary interviews conducted at SDN Paron 1, Ngawi. Teachers consistently reported a modern pedagogical crisis: students displayed unprecedented levels of impatience, brief attention spans, and immediate emotional volatility (such as aggressive outbursts and tantrums) during low-sensory classroom routines. Interviews with parents revealed that gadgets are routinely deployed as "digital pacifiers" at home, creating a severe sensory mismatch. When children who are neurologically accustomed to the hyper-stimulated, rapid reward systems of digital media are placed into the linear, slow-



paced reality of a rural classroom, they suffer a form of sensory shock that conventional school frameworks fail to address.

The "art" and distinct novelty of this study lie in its unique setting, target cohort, and multi-method approach to mitigation. While the vast majority of existing literature on digital addiction and overstimulation targets urban or highly developed metropolitan nuclear families, this study intentionally pivots to an empirical evaluation within a rural educational setting undergoing a rapid, unmediated technological transition. Furthermore, the uniqueness resides in our holistic operational methodology: we do not merely diagnose the psychological pathology of gadget exposure, but directly implement and measure a school-based ecological framework utilizing specific localized tools such as synchronous morning routines and structured environmental interactions within an Indonesian Adiwiyata (green-school) park-as an active somatic counter-measure.

The urgency of this manuscript is tied directly to the preservation of the cognitive and socio-emotional sanity of the emerging generation. If left unaddressed, digital overstimulation will continue to undermine basic classroom management, degrade human empathy, and cement lifelong sedentary health risks among rural youths. This study contributes significantly to sports science, educational psychology, and curriculum design by demonstrating an accessible, low-cost architectural solution. It provides empirical validation that structural, school-driven physical activities serve as an essential neuro-biological filter, offering coaches, physical educators, and school administrators a clear blueprint to regenerate character resilience and physical fitness even amidst sweeping digital disruption.

Therefore, this study aims to identify early signs of digital overstimulation in Generation Alpha students at SDN Paron 1. This study specifically examines the relationship between screen exposure and emotional regulation capacity, and tests the effectiveness of physical activity (such as morning exercise and exploring green spaces) as a buffer in managing emotional reactivity. Through this approach, this study offers a character mitigation model based on "school ecology" that can revitalize children's cooperative and empathetic values in the elementary education environment.

## Materials and Methods

### Study Design

This research uses a mixed-methods approach that integrates quantitative observational assessment with descriptive qualitative analysis. This design was chosen so that the research does not simply present rigid numbers but rather captures the reality of the phenomenon (Nasution et al., 2024).

### Study Participants

Participants in this study were Generation Alpha students at Paron 1 Public Elementary School, Ngawi Regency, East Java. Sampling was conducted inclusively, involving 115 students spread across elementary grades. Their learning environment was facilitated and supported by 11 professional educators. Teachers and the principal also served as triangulation informants.

### Study Organization

The data collection process was conducted intensively over two days, from December 9 to 10, 2025. The primary quantitative instrument utilized was a 4-Point Rating Scale Observation Sheet explicitly developed and psychometrically validated to measure three core behavioral variables:

1. Digital Overstimulation Index (4 items tracking daily hours of screen exposure, instant-gratification game loops, and post-screen restlessness).
2. Emotional Regulation Capacity (4 items assessing frustration thresholds, occurrence of classroom tantrums, and attention preservation).





3. Physical Activity Participation (4 items documenting active movement index during breaks, motor coordination, and engagement in school exercises).

The observation procedure targeted these metrics across diverse school environments: directly inside the classroom, within the outdoor play areas, and during structured kinesthetic periods. To enrich and validate the scale data, the research team administered Semi-Structured Interview Guides comprising 5 core questions directed at students, alongside a Triangulation Interview Protocol designed for educators to verify historical home media habits and parental mediation patterns.

### Statistical Analysis

Quantitative data from the Rating Scale 1-4 instrument were analyzed using descriptive statistics. This process included calculating frequency distributions, percentages, and mean values (central tendency) to objectively describe the variables. Descriptive narratives from qualitative sources were systematically processed via thematic analysis using open, axial, and selective coding to map out the exact correlation between digital overstimulation and physical buffers.

### Results

This study found a clear reality: the dominance of digital devices is directly proportional to challenges in children's character development. Generally, students with high screen exposure lead sedentary lifestyles, impacting face-to-face conflict resolution.

A summary of qualitative findings from field observations is presented in Table 1:

Table 1. Summary of Observations on the Impact of Screen Time on Students' Emotions and Physical Activity

| No | Observation Indicator               | Description of Dominant Finding                                                                                                  | Level of Impact |
|----|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1  | Screen Time (Gadget Use)            | Massive duration of gadget use in the home environment or outside academic hours triggers instant dependency.                    | High            |
| 2  | Impact on Emotional Regulation      | Increased emotional reactivity (easily frustrated or throwing tantrums) when faced with tasks requiring long-term concentration. | Significant     |
| 3  | Social Behavior & Physical Activity | Decreased direct social initiative, passive (sedentary) tendencies, and difficulty in voicing conflict resolutions among peers.  | Moderate        |

To strengthen these findings, quantitative data obtained from the Rating Scale 1-4 instrument were analyzed using descriptive statistics:

Table 2 Descriptive Statistics of Research Variables (N=115)

| No | Variables               | Mean (Average) | Standard Deviation | Dominant Category |
|----|-------------------------|----------------|--------------------|-------------------|
| 1  | Digital Overstimulation | 3.42           | 0.55               | High              |
| 2  | Emotional Regulation    | 2.15           | 0.62               | Low               |
| 3  | Physical Activity       | 3.10           | 0.48               | Moderate          |

Table 3. Frequency Distribution of Students' Digital Overstimulation Levels

| No    | Score       | Category  | Frequency (f) | Percentage (%) |
|-------|-------------|-----------|---------------|----------------|
| 1     | 1.00 – 1.75 | Very Low  | 5             | 4.3%           |
| 2     | 1.76 – 2.50 | Low       | 15            | 13.0%          |
| 3     | 2.51 – 3.25 | High      | 45            | 39.2%          |
| 4     | 3.26 – 4.00 | Very High | 50            | 43.5%          |
| Total |             |           | 115           | 100%           |

To visualize the distinct sensory-behavioral inverse relationship captured within our sample, Figure 1 maps the variables across the structured student categories:

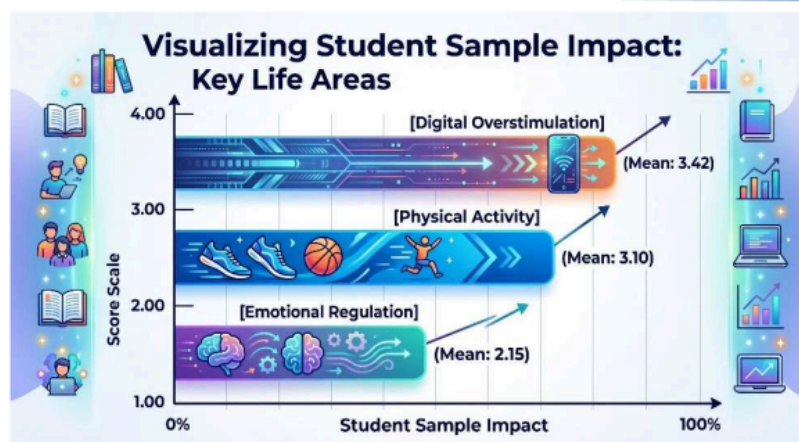


Figure 1, The Impact of Digital Overstimulation and Physical Activity on Emotional Regulation

Based on statistical analysis, the level of digital overstimulation among students at SDN Paron 1 is high (mean 3.42), with 82.7% of respondents falling into the high to very high categories. This data objectively validates that unmediated gadget exposure is a dominant issue requiring immediate intervention.

However, the most enlightening finding of this study lies in the school's success in mitigating the situation. Facilitating activities based on physical and ecological movement on a large scale, such as integrating morning exercises together and exploring nature in the school's Adiwiyata Park, has proven to be a powerful antidote. These physical activities act as a natural buffer, effectively distracting from boredom, channeling energy positively, minimizing emotional reactivity, and restoring students' character development, leading to greater cooperation and empathy.

### Discussion

The findings of this study go beyond simply presenting descriptive figures, but also shed light on the complex psychological dynamics behind the daily interactions of Generation Alpha students. The data presented previously demonstrates that the phenomena of device use, emotional regulation, and social behavior are not isolated entities, but rather intertwined in shaping the character profiles of children in elementary schools. To understand the significance of these patterns, this section will analyze the field findings into three main discussion pillars, linking the empirical reality at SDN Paron 1 with the latest developmental theories and practical implications for the elementary education ecosystem.

### Penetration of Digital Overstimulation in Rural Ecosystems

The findings of this study convincingly confirm that the threat of digital overstimulation has transcended urban geographic boundaries and is now infiltrating rural ecosystems, as illustrated at SDN Paron 1. Based on observational data, extensive screen time outside of school hours has shifted children's habitual architecture, forcing them into a pattern of instant gratification. This reality gives rise to a developmental anomaly: when children accustomed to fast-paced visual stimulation online are forced to sit still in a slow-paced, linear classroom, their brains experience a kind of "sensory shock." This condition manifests as fragility in face-to-face conflict resolution and high emotional reactivity (tantrums). These empirical findings strongly resonate with studies Mączyńska et al., (2025) dan Rizzo et al., (2025) which confirms that overstimulation with gadgets during elementary school can inhibit the maturation of the prefrontal cortex, the brain's executive control center responsible for patience, impulse regulation, and social empathy. As a result, instead of becoming active learners, children tend to become trapped in a



sedentary lifestyle and lose their psychological flexibility (Sarkar et al., 2025; Wahyuni et al., 2026).

### **Physical Activity as a Natural Buffer**

Amidst this crisis of emotional regulation, the most illuminating findings of this study lie in ecological interventions within the school environment. While devices rob children of their cognitive patience at home, schools offer a remarkably humane antidote through facilitating physical activity. Observations at SDN Paron 1 demonstrated that the integration of kinesthetic routines, such as Morning Exercise and nature exploration activities in Adiwiyata Park, is not simply a physical activity, but rather serves as a "digital detox" space. When children move together in nature, they are indirectly forced to return to a state of mindfulness. Physiologically, this intense movement stimulates the release of positive neurotransmitters like dopamine and endorphins, which naturally flush out stress hormones and stabilize children's emotional spikes (John et al., 2025).

### **Character Restoration through Real-World Conflict Resolution**

More than just improving physical health, this communal physical activity plays a key role in restoring character resilience (character development). This is in line with the attention restoration theory proposed by Watkins, (2024) dan Oswald et al., (2023) Direct contact with green elements (the school's ecological environment) has been proven effective in restoring mental fatigue caused by screen overstimulation. When children's cognitive load is reduced, space for developing empathy reopens. On grassy fields and school gardens, children relearn how to negotiate directly, resolve conflicts over play space without pause or exit buttons, and learn to work together in synchronized movements. This is the essence of true character education: not taught through one-way lectures, but lived through physical movement and real social interaction.

### **Practical Implications and Recommendations**

The practical implications of these findings require a paradigm shift for educators and curriculum policymakers at the elementary level. Amidst the maelstrom of technological disruption, teachers should not position themselves as hostile to devices, but rather create a healthy counter-ecology. Schools must consciously increase the proportion of movement-based learning and outdoor learning to neutralize the residual effects of digital stimulation. Going forward, longitudinal studies involving clinical neuropsychological instruments are highly recommended. Furthermore, further research should explore the urgency of parental mediation to re-align the three educational centers in safeguarding the cognitive sanity of future generations.

### **Conclusions**

This study conclusively confirms that the threat of digital overstimulation has become a real ecological reality for Generation Alpha students, even in rural educational settings like SDN Paron 1. Excessive exposure to devices has been empirically proven to erode children's emotional regulation capacity, trigger high levels of frustration during the learning process, and encourage a sedentary lifestyle that weakens social skills. However, the main findings confirm that these impacts can be significantly mitigated through school ecosystem interventions. The integration of consistent physical activities and direct interaction with nature has been proven effective in acting as a natural buffer that restores mental fatigue, stabilizes emotions, and re-cultivates positive character traits.

### **Limitations of the Study**

Despite its critical insights, this study possesses distinct limitations that must be acknowledged:

1. **Restricted Sample Location & Size:** The investigation was strictly bounded to a single rural public elementary school (N=115 at SDN Paron 1), which restricts the uncritical generalization of the data to diverse urban settings or private institutions with different socio-economic structures.





2. Time Constraints: The empirical observation period was executed intensively over a narrow two-day window, limiting the ability to track long-term behavioral changes or seasonal variances in children's digital habits.
3. Methodological Scope: The assessment relied heavily on subjective rating scales and field observations, lacking direct clinical neuropsychological measurement tools (such as EEG or direct cognitive focus testing software).

### Recommendations for Future Research

Based on these findings and limitations, upcoming studies should prioritize the following directions:

1. Longitudinal Investigations: Future research should track similar cohorts over a 6-to-12-month period to determine the long-term durability of physical activity buffers on child neurodevelopment.
2. Expansion of Sample Diversity: Replicating this study across a broader geographic matrix comparing rural, suburban, and metropolitan elementary settings will enhance statistical generalizability.
3. Advanced Analytical Methods: Future methodologies should incorporate quantitative clinical trackers (e.g., heart rate variability monitors and standardized computerized attention-span metrics) to add a layer of biological objectivity.
4. Parental Mediation Triangulation: Further research must explore the empirical implementation of structural home-based parental mediation guides to align school interventions with home media practices.

### Acknowledgments

The author expresses deep appreciation to the Principal and teachers of SDN Paron 1 for the permission and cooperation provided during the data collection process. Appreciation is also extended to Dr. I Made Dwi Sastra Wargama, S.Pd., M.Pd., AIFO-FIT., as the supervising lecturer, for his guidance. Finally, the author thanks the Research Team for the academic support received.

### Conflict of Interest

The authors declare that there is no financial or personal conflict of interest with any party related to the implementation, preparation, or publication of this research article.

### Funding

This research received no external funding from any donor agency, government agency, or private sector. All operational costs incurred during field observations, data analysis, and the preparation of this article were borne independently by the author team.

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