

The Influence of Gadget Use on Student Learning Achievement in Elementary Schools

Icha Kurnia Putri¹, Annisa Nathania², Yuninda Putri³, Supriyadi⁴, Jody Setya Hermawan⁵
^{1,2,3,4,5} Universitas Lampung, Bandar Lampung, Indonesia

¹ ichac7565@gmail.com

² annisaanathania@gmail.com

³ Yuninda.putri14@gmail.com

ABSTRACT

This study aims to analyze the effect of gadget use on student learning achievement in elementary schools. In today's digital era, the use of gadgets is increasingly widespread among children, including elementary school students. The method used in this study is descriptive qualitative. This descriptive study is based on the results of relevant data or documentary sources that we have collected. The bibliographic sources of this study are the internet, scientific journals, articles, books and dissertations of experts or previous authors. The results of the analysis show that there is a significant relationship between gadget use and student learning achievement. Students who use gadgets excessively tend to have lower learning achievement compared to those who use gadgets moderately. This study concludes that although gadgets can be a learning aid, their use must be balanced with supervision and limitations so as not to interfere with the learning process. Recommendations for parents and educators are the importance of regulating the time of gadget use to support student learning achievement.

Keywords: Gadgets, Student Achievement



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Corresponding Author:

Icha Kurnia Putri,
University of Lampung,
Jl. Prof. Dr. Ir. Sumantri Brojonegoro, Bandar Lampung City,
Ichac7565@gmail.com

1. INTRODUCTION

In today's era of globalization, increasingly sophisticated gadgets have various benefits for students. Quoted from Sanjiwani, NPW (2020) Gadgets, as devices with various applications, provide access to news, social media, hobbies, and entertainment (Widiawati and Sugiman, in Sanjiwani 2020). Gadgets allow students to access various educational information, including difficult-to-understand material (Wulandari, MN 2021) However, the use of gadgets also affects student learning achievement, which is the result of the teaching and learning process in the form of changes in behavior, skills, and knowledge (Hidayat & Erfian Junianto in Wulandari 2021).

The use of gadgets has positive and negative impacts. According to Mujib 2013 (in Kurniawati, D 2020), gadgets can function as effective learning media, with intensive use can improve student learning outcomes through internet access. Handrianto 2013 (in Erlizah, E 2022) also noted that gadgets can stimulate imagination and train children's intelligence, by seeing pictures, writing, and numbers that develop creativity, reading skills, counting, and curiosity. However, gadgets can also have negative impacts, such as according to Hasanah & Kumalasari 2015 (in Fitriani, F 2023), excessive use can interfere with the learning process. Saroinsong 2016 (in Abidah, A 2023) added that frequent use of gadgets can harm students' interpersonal skills, while Harfiyanto et al. 2015 (in Sulasih, E 2024) indicated that students may prefer to rely on gadgets rather than study.

Gadgets are a communication technology that is developing very rapidly. In Indonesia itself, gadget users are increasing day by day. In 2001, in Hudaya, (2018) the number of gadget users was only 500 thousand people and currently in 2022 the number of internet users is 204.7 million people, of which 167 million people use cellphones for internet use.

This is because mobile phones are easy to get and affordable (Hudaya, 2018) Gadgets are simple electronic devices with more complete features than other devices, designed according to current developments. In the era of globalization, gadgets have various types of features such as laptops, computers, cameras, mobile phones, and notebooks. Its use is now widespread not only for communication, but also for business, games, data storage, entertainment media, and documentation.

Gadgets are now a daily necessity for elementary school students, which are often facilitated by parents for learning needs, understanding technology, and so that parents can do other activities without having to accompany their children to play (Novitasari, 2019). Currently, the learning process cannot be separated from the use of gadgets. Because this gadget can be used to share learning materials and assignments with students. However, there are students who use these devices without parental supervision, they use the devices to play online games and watch videos for a long time and don't want to study anymore. This will certainly affect students' academic results. According to Hamalik, learning outcomes lead to changes in student behavior and can be measured in the form of changes in knowledge, attitudes, and skills. This change can be understood as an improvement and development that is better than before

Considering these conditions, the author conducted a literature review to find some relevant research results. Therefore, the author's goal is to find out whether the use of Gadgets has an effect on student learning achievement.

2. RESEARCH METHODS

The research method used in this study is descriptive - qualitative. This descriptive research is based on the results of relevant data or documentary sources that we have collected. The bibliographic sources of this study are the internet, scientific journals, articles, books and dissertations of experts or previous authors. The results of the data or related sources are then developed to become topics of discussion in our research.

3. RESEARCH RESULTS AND DISCUSSION

The world of education must continue to innovate to adapt to the changes that occur. One of the efforts made is by utilizing technology such as the use of gadgets in learning. The existence of technology does facilitate the learning process, because technology has now become a necessity for every school. Students can utilize gadgets in their daily lives, especially in important activities such as the learning process. The use of smartphone technology requires the role of many different parties in its implementation. Teachers should use the facilities appropriately based on student needs. In addition, the role of parents is also very important in guiding and supervising students so that gadget technology can be utilized optimally.

The use of gadgets now has a positive influence on students' social behavior. However, on the other hand, excessive use of gadgets without guidance and supervision can make students addicted to the various features on the gadget, they prefer to play gadgets in their social environment. Like when their peers are playing in the playground, the student will only focus on their gadget. This will cause children to have difficulty interacting with their peers. This also applies in the school environment for a student. When learning takes place, he will find it difficult to focus on learning because he can't wait to play his gadget at home.

According to Biang & Lian (in Fitriani, Sri 2017), the presence of gadgets can cause new behavioral symptoms, especially someone is more susceptible to something contained in the gadget compared to the surrounding environment, this is possible. is a problem for users.

The results of our research through literature research show that gadgets can have positive and negative effects on student learning achievement. The positive impact of gadget use according to the results of Rozalia's research, MF (2017) is a means of communication, entertainment, information search, news and homework completion (PR). From this gadget, students can communicate with their peers to discuss topics related to class and school.

Gadgets have various benefits according to their uses. According to Puji Asmaul Chusna (2017:318-319), some of them are: 1) Communication. Human knowledge continues to grow. If in the past communication was done through letters or other traditional methods, now, with gadgets such as cellphones, communication becomes faster, easier, and more efficient. 2) Social. Gadgets are equipped with various features and applications that allow us to share news and information easily, making it easier for us to add friends and maintain relationships with distant relatives without requiring a lot of time. 3) Education. As technology advances, learning is no longer limited to books. With gadgets, we can access various information about education, politics, science, and religion without having to go to a library that may be difficult to reach.

Gadget use in children has positive and negative impacts on their cognitive development. Wise use of gadgets can enrich children's insight in supporting the learning process, such as watching educational videos or using websites as learning resources. Educational game applications can also improve children's cognitive abilities, especially in problem solving. However, in addition to these benefits, there are greater negative impacts if gadget use is not supervised.

Basically, gadgets are not entirely suitable to be given to children, because they can encourage excessive consumer behavior. Elementary school children should not be allowed to use gadgets without strict supervision in their daily lives. Therefore, parents need to be wiser in providing supporting tools for their children and supervising the content they access through gadgets. (Ariston & Frahasini, 2018)

The use of gadgets in education is a challenge for teachers and students, as teachers face changing expectations while students are required to learn faster. Devices such as iPods and SmartBoards help meet technology standards and prepare students for life beyond school. While gadgets facilitate interactive learning, their implementation is not always smooth. Limited infrastructure and internet access in some areas create a digital divide, so that not all students and teachers can utilize technology optimally.

There are three classifications of gadget use in learning. a) Gadgets are used as additional learning, namely when students are looking for additional information outside the material provided by the lecturer. b) Gadgets function as learning supports, for example when students use them to make it easier to complete assignments. c) Gadgets are used as alternative learning supports, namely when the teacher cannot be present in class, the teacher provides modules or learning materials that can be downloaded, and assignments are collected via email.

Indicators of gadget use as a learning resource include:

1. Fast self-learning. Gadgets enable knowledge enhancement, interactive learning, and development of research skills.
2. Enriching yourself. Gadgets help improve communication with fellow students.
3. As a center for learning and education. Through gadgets, users can obtain information related to science, technology, and various other information.

Gadgets also affect students' learning achievement. Learning achievement is the ability of students to understand the material and complete homework while studying at school assigned by the teacher. Learning achievement is "mastery of knowledge or skills developed by the subject, expressed by test results or grades given by the teacher (Moeliono, 1990: 700). The function of learning achievement is not only as an indicator of success in a particular field of study, but also as an indicator of the quality of educational institutions. According to Azwar (2006) learning achievement is a person's maximum performance in mastering materials or materials that have been taught or studied.

Based on research from Maya Ferdiana Rozalia (2017) concluded that the intensity of gadget use does not affect student learning achievement. However, if seen from the negative sign in r count, if the higher the intensity of gadget use, student achievement can decrease. Based on research by Nurmalasari and Devi Wulandari (2018) from the results of the determination coefficient test, regression test and test test, it can be seen that the variable x_2 or dependence does not affect the value that affects the level of student achievement with a percentage of 5% with a significant value of 0.213.

Judging from the results of the journal research above, the researcher concluded that there was no influence of gadgets on student learning achievement, because students who use gadgets do not only use them for learning but use them more for other things, such as games, Facebook, Instagram and even TikTok.

4. CONCLUSION

Wise use of gadgets can enrich children's insight in supporting the learning process, such as watching educational videos or using websites as learning resources. The positive impact of using gadgets according to the research results of Rozalia, MF (2017) is a means of communication, entertainment, searching for information, news and completing homework (PR

There are three classifications of gadget use in learning. a) Gadgets are used as additional learning, b) Gadgets function as learning support, c) Gadgets are used as an alternative learning support. However, in addition to these benefits, there are greater negative impacts if gadget use is not supervised. And there is no influence of gadgets on student learning achievement.

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