The Impact of Gadget Utilization in Learning for Third Grade Students at SDN Inpres 6/84 Walehunian Sagerat

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Abstract. This research aims to determine the impact of using gadgets in learning for Grade 3 students at SDN Inpres 6/84 Walehunian Sagerat. This research method uses a qualitative research method which is research with an inductive mindset, namely a theory based on data and does not use statistics such as tables, graphs, diagrams and so on and is able to interact directly with the objects being researched. The place where this research was carried out was SDN Inpres 6/84 Walehunian Sagerat. The data collection techniques used in this research are: Observation, Interviews and Documentation. From the results of research conducted by researchers, it was found that the average age of children who have used these gadgets is...
from 2 years, 5 years, 7 years and so on, and it has been found that currently several students are addicted to using gadgets. Thus, it can be concluded that learning outcomes do not decrease due to the use of gadgets by reducing the duration of gadget use in a day.

INTRODUCTION

The issue of education, as cited by (Suharyat, et al., 2022), with the principle of a nation that highly values culture and tradition, should ideally make Indonesian students different from students in other countries (Sadewo et al., 2020). However, the fact remains that several education programs have not had a significant impact on improving the quality of education in Indonesia. This is because the implemented programs are not evenly distributed. The majority students benefiting from these government programs are from schools located in major cities. Meanwhile, in the western and eastern parts of Indonesia, schools are still difficult to access for various reasons (Purnasari, 2021; Sadewo, 2019). These reasons range from transportation routes from settlements to schools being very distant, inadequate transportation options, severely limited school facilities, to insufficient numbers of qualified teachers.

According to Hidayatullah et al. (2023), the current utilization of technology, such as e-learning, the development of instructional media, and the integration of information and communication technology (ICT) along with artificial intelligence (AI), has improved the quality of education and enriched the learning experience for students (Purnasari, 2020; Sadewo, 2021; Gea et al., 2023). However, challenges still need to be addressed in the use of educational technology. Accessibility issues, especially in rural areas, continue to be a significant concern. The readiness of teachers to integrate technology into teaching and the lack of quality education content are also major obstacles (Saputro, 2020). Therefore, it is crucial to have adequate infrastructure support, the development of relevant instructional materials aligned with the needs of the job market, and the implementation of effective teaching strategies to maximize the benefits of technology in the teaching and learning process.

With the aim of education being to nurture a generation of intelligent and quality individuals capable of utilizing existing advancements to the fullest (Fitri, 2021; Purnasari, 2023), education cannot be divorced from various issues hindering Indonesia's education system from achieving its goals and aspirations. There are two types of educational problems: macro-level issues and micro-level issues. Macro-level issues include overly complex and fragmented curricula, uneven educational distribution, teacher shortages,
inadequate teacher quality, and expensive education costs, while micro-level issues encompass monotonous teaching methods, insufficient facilities and resources, and student achievement issues (Kurniawati, 2022). The current Indonesian education system aims to shape young generations that comprehend the knowledge taught, rather than just memorize information. Students are encouraged to understand and utilize technology in the learning process (Effendi & Wahidy, 2021). According to Fitriya et al. (2021), learning is the essence of the education process, and the quality of education reflects the quality of learning. The role of technology in education is to facilitate collaborative relationships and enhance meaning in easily understandable contexts (Agustian & Salsabila, 2021).

Educational technology is an independent discipline that is not limited to just media in terms of physical equipment but is a practical study and practice in designing, developing, using, managing, and evaluating technology processes and contributions that are suitable for facilitating learning and improving the performance of educators, learners, and educational organizations. One of the phenomena found in today's education is the impact of gadget usage. Early signs resulting from gadget usage include students becoming less confident, lazy to write and read, having difficulty concentrating, and being slow to understand the material explained by teachers (Suryadi, 2020). Gadgets, as advancements in information and communication technology, are increasingly sophisticated in terms of features and functions, facilitating information sharing and communication between individuals (Miranti & Putri, 2021). According to Novitasari (2019), gadgets are electronic devices designed to serve as practical tools to facilitate human activities. One such gadget commonly used is the smartphone. Kamilah et al. (2020) argue that gadget addiction leads to a lack of interpersonal communication, resulting in introverted behavior, impatience, and a lack of awareness of one's surroundings in children. This occurs because children immerse themselves in their own world, primarily with gadgets. Gadget addiction also affects children's immune systems and physical well-being, leading to obesity due to reduced physical activity and potential disruptions in vision, growth, and development. Additionally, according to Sublipta et al. (2021) and Sulistyarini (2022), the impact of gadget usage on student behavior tends to lean more towards negative consequences or deviant behavior. Negative behaviors associated with gadget usage include frequent online or offline gaming, reluctance to study, socializing primarily with friends who also have gadgets, preferring to gather only for online gaming sessions, and displaying anger when asked to hand over the gadget by parents. Additionally, there may be a perception that gadgets are the primary source for learning, rendering other sources unnecessary. On the
other hand, positive impacts for students, as mentioned by Santoso (2020), include easier access to information for completing assignments. Gadgets offer many benefits to human life, such as Instagram, Facebook, Twitter, which can be used to connect with many people and expand social networks across various fields (Sumanto, 2021). Furthermore, platforms like YouTube provide entertainment and broaden knowledge (Rahayu et al., 2021). Lanca & Saw (2020) state that children aged 1 to 4 years should not use gadgets for more than one hour.

According to Nikmawati et al. (2021), the use of gadgets or mobile devices nowadays has both positive and negative impacts on children. Positively, it assists children in regulating their playtime, developing strategies and analysis skills in games, and enhancing their brain's capabilities under parental supervision. However, upon closer examination of these positive impacts, it becomes apparent that the dominant factor tends to lean towards negative consequences affecting children's development. On the other hand, as suggested by Annisa et al. (2022), the positive aspect of gadgets can foster a sense of security in children and facilitate connection with friends and family. Conversely, negative effects include the development of individualism in children and feelings of isolation and loneliness caused by technology. In fact, in third-grade students at SDN Inpres 6/84 Walehunian Sagerat, it has been observed that excessive gadget usage has led to delays in the learning process, such as in writing, reading, memorization, and a lack of discipline among students to adhere to school rules. Therefore, it is necessary to address these issues to prevent recurrence in the future. Given this background, this article aims to examine the impact of gadget usage on learning, specifically for third-grade students at SDN Inpres 6/84 Walehunian Sagerat.

**METHOD**

This research utilizes qualitative research methodology. Qualitative research is a method used to study natural conditions, where the researcher acts as the primary instrument, data collection is done through triangulation, data analysis is inductive, and the results focus more on the interpretation rather than generalization. In qualitative research, data collection is not guided by theory but rather by facts discovered during the research process. Therefore, data analysis is inductive based on the facts found, and hypotheses or theories can then be constructed. Thus, qualitative research analyzes data to develop hypotheses, while quantitative research analyzes data to test hypotheses (Abdussamad, 2021). Qualitative research conducted in Indonesia often follows a naturalistic approach or
"naturalistic qualitative" method, indicating that the implementation of this research occurs naturally, in unmanipulated, normal situations, and focuses on naturalistic descriptions (Harahap, 2020). Furthermore, in terms of data sources, data collection may involve primary data, which is obtained directly from the primary source. To collect primary data in this research, interviews are commonly used. Interviews are a technique for data collection involving oral question-and-answer sessions conducted directly. Additionally, secondary data is obtained through literature review conducted through team library searches, digital literature searches, and document analysis, along with citation from existing sources. This research is located at SDN Inpres 6/84 Walehunian Sagerat in the Sagelrat Welru Satu Village, Matuari District, Bitung City, North Sulawesi Province. The subjects of the research are 3rd-grade teachers, the school principal, and four parents of students. Data collection techniques include observation, interviews, and documentation. The data analysis techniques used are data reduction, data presentation, and conclusion drawing. This process continues throughout the research duration, even before the data is fully collected, based on the research conceptual framework, research problem, and data collection approach chosen by the researcher.

RESULTS AND DISCUSSION

RESULTS

Based on observations conducted by the researcher for approximately 3 months in the 3rd grade class of SDN Inpres 6/84 Walehunian Sagerat, it was found that the third-grade students were less focused and bored during the learning process in class. The students also disturbed their classmates who were listening to the teacher's explanations. It was also found that some students were late in reading, writing, and completing assignments given by the teacher. This occurred due to the impact of gadget usage. Students tend to only want to play with gadgets and are lazy to study. This can be interpreted as students being addicted to gadgets, which significantly affects various aspects of their lives.

Based on the interviews conducted with the headmaster of SDN Inpres 6/84 Walehunian Sagerat, it was found that the use of gadgets in the school environment is only permitted for certain subjects. While the use of gadgets can be beneficial for students by providing access to a broader range of knowledge and facilitating access to learning resources such as videos and e-books, there are also negative impacts. For example, it can disrupt the learning process, affect students' mental health, and lead to tardiness. The headmaster also mentioned that if a student is found to have brought a gadget to school
without being instructed by the class teacher, the school will not be held responsible for any undesirable consequences.

Furthermore, the interviews with the guardians of classes IIIA and IIIB revealed that the use of gadgets in the learning process is not frequent, but they are utilized when necessary. However, it is undeniable that gadgets significantly affect the effectiveness of the learning process. Students should use gadgets according to their needs as learners, utilizing them as tools for educational purposes. If this is implemented, it can enhance students' academic achievement, leading to positive outcomes. On the other hand, excessive gadget usage and dependency can lead to students becoming lazy, diminishing their learning motivation, and reducing their concentration, ultimately resulting in decreased academic performance. Therefore, parental supervision is crucial in monitoring students' gadget usage. Based on interviews with three parents of third-grade students, it was found that each family or parent has their own strategies, rules, and opinions regarding child development and gadget usage. Some parents prefer their children to play with gadgets at home rather than play with peers outside the house, citing safety and health reasons. Additionally, some children may have fewer playmates outside the house, leading them to prefer playing with gadgets indoors.

Discussion

Based on the findings from the research, the use of gadgets in education is beneficial when there is material or a lesson that requires their use. In such cases, students are informed to bring their gadgets to school. However, it cannot be denied that some students sneakily bring their gadgets to school without the knowledge of their teachers or school authorities. Nevertheless, if a gadget brought to school is lost or misplaced on school grounds without being instructed by the teacher, neither the teacher, school principal, nor the school community will be held responsible. Hence, in those schools, teachers do not always and fully utilize gadgets in the teaching process. However, gadgets or devices greatly facilitate the implementation of the teaching process, where otherwise boring lessons can become more creative and enjoyable by involving the use of gadgets in learning activities.

Based on the interviews conducted by the researcher, the average age at which children start using gadgets ranges from 2 years old, 5 years old, 7 years old, and onwards. The duration of gadget usage varies among children, with some playing for 30 minutes, others for 1 hour, and some even for 4 to 6 hours. Ideally, children of elementary school age should not yet be provided or allowed to use gadgets, as at this age, they are still in the
stage of motor skill development. One of the key aspects of this motor development is playing. According to research by Subarkah (2019), from a psychological perspective, childhood is a crucial period where children learn what they have not yet known. If childhood is influenced by negative effects of gadgets, it can hinder the development of children, especially in terms of academic performance. Furthermore, if children are provided with gadgets for play at a young age, it will undoubtedly impact their learning process. Aside from language skills, what is more concerning is the disturbance in the emotional development of children. Children may become impatient, quick to anger, and have difficulty controlling their emotions, unable to regulate them properly. Moreover, research by Hegde et al. (2019) found that 58% of parents reported that their children became more closed off regarding gadget usage and exhibited aggressive behavior when forcibly separated from gadgets. Unconsciously, children have already developed a dependency on playing games on these gadgets. This dependency is one of the negative impacts that significantly affects children's well-being through gadget usage. Even children who were initially obedient may exhibit changes in behavior, becoming disobedient when using gadgets. This occurs because the allure of gadgets has created different and enjoyable motives, causing children to prefer and focus on gadgets. Overusing gadgets can have negative effects on students or children if not used properly, such as unregulated or excessive screen time and inadequate allocation of time for gadget use. If this happens, children or students may become overly engrossed in gadget use, neglecting their study time. They may stay up late playing with gadgets, resulting in tardiness for school. Additionally, excessive gadget use can negatively impact learning processes, as children may become distracted and lose interest in studying when gadgets are not present.

Parental guidance to limit children in gadget usage is very crucial. Parents have a primary role in controlling children's gadget use at home. They should monitor and guide children when using gadgets, rather than simply letting them use gadgets without supervision. When children are not using gadgets, parents should always be around to ensure whether they are using gadgets for positive or negative purposes. Parents need to be aware of the significant negative impacts of uncontrolled gadget usage by children. Awareness of the importance of parental guidance in guiding and supervising gadget usage can help prevent the emergence of negative impacts of gadget usage on children. There are several things parents can do to minimize children's exposure to the negative effects of gadget usage: (1) Limiting screen time, (2) Establishing time agreements for gadget use, (3) Setting agreements on which features can be accessed, (4) Being a good role model for
children, (5) Influencing gadget use positively, (6) Encouraging children to study together. Parents should educate and guide their children from an early age through appropriate attitudes and actions that should be exemplified by the children.

CONCLUSION

Based on the research results and discussions regarding the impact of gadget usage in learning for 3rd-grade students at SDNL Inpres 6/84 Walelhunlianl Sagerat, it is found that the current issue in learning is related to the effects of gadget usage. The initial symptoms observed from students using gadgets include decreased self-confidence, reluctance to write and read, difficulty in concentrating, and delayed understanding of the material explained by the teacher. Gadget usage in learning for 3rd-grade students at SDNL Inpres 6/84 Walelhunlianl Sagerat has not yet been optimal in integrating gadgets into the learning process. This is due to the school policy that allows students to use gadgets only with the permission of the school. The school permits students to bring and use gadgets only when there is material and a lesson that requires gadgets, and this information is communicated beforehand by the school to the students and their parents. Essentially, gadget usage at this point has both positive and negative impacts on children. Positively, it helps children in managing their playtime, developing strategies and analysis in gaming, and improving brain capabilities under proper parental supervision. However, among these positive impacts, there are dominant factors that tend to lead to negative consequences affecting children's development.

REFERENCES


