Gadgets and student's how to learn

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A B S T R A K

Penelitian ini bertujuan untuk mendeskripsikan dampak dari penggunaan gadget pada anak serta cara orang tua dan guru dalam mengembangkan minat belajar siswa di rumah maupun di sekolah yang mulai hilang akibat pengaruh gadget tersebut. Metode yang digunakan dalam penelitian ini yaitu deskriptif kualitatif yang bertujuan untuk mendeskripsikan suatu peristiwa yang terjadi secara faktual, sistematis, dan akurat. Pada penelitian ini, dilakukan wawancara kepada beberapa Narasumber terkait permasalahan yang dibahas. Selain itu, dalam penelitian ini juga menggunakan metode studi literatur. Yaitu salah satu metode penelitian yang dilakukan melalui pengumpulan data berdasarkan literatur yang ada, yakni buku dan jurnal-jurnal yang relavan dengan masalah yang dibahas. Hasil penelitian ini menunjukkan bahwa (1) penggunaan ganget lebih dari 1 jam perhari berdampak negatif pada perkembangan dan perilaku anak. (2) Orang tua mempunyai peran penting dalam perkembangan belajar anak dirumah dan harus membatasi gadget pada anak sejak dini. (3) Disekolah, guru selain mengajar juga bisa berperan sebagai teman untuk siswa serta memberikan metode belajar yang menyenangkan agar dapat memahamkan siswa dalam pelajaran.

A B S T R A C T

This study aims to describe the impact of using gadgets on children and how parents and teachers develop student interest in learning at home and at school which is starting to disappear due to the influence of these gadgets. The method used in this research is descriptive qualitative which aims to describe an event that occurs factually, systematically, and accurately. In this study, interviews were conducted with several resource persons regarding the issues discussed. In addition, this research also uses the literature study method. That is one of the research methods carried out through data collection based on the existing literature, namely books and journals that are relevant to the problems discussed. The results of this study indicate that (1) the use of gadgets for more than 1 hour per day has a negative impact on children's development and behavior. (2) Parents have an important role in the development of children's learning at home and must limit gadgets to children from an early age. (3) At school, teachers besides teaching can also act as friends for students and provide fun learning methods so that students can understand students in lessons.

Preliminary

The development of technology and information has progressed very rapidly, marked by advances in the field of information and technology. The Indonesian nation is one of the nations that is involved in the advancement of information media and technology. The increasing use of gadgets or devices that can be easily connected to the internet is taking an increase from time to time. Currently, approximately 45 million use the internet, of which nine million use mobile phones to access the internet. The gadget

is a term in English which means a small electronic device with various functions according to Osland (in Juliadi, 2018). Gadgets have been used by almost all people in the world, both adults, teenagers, and even toddlers.

When you hear the word gadget, what most people think of is a cellphone. However, gadgets are not only in the form of cellphones but are broader, namely electronic devices that have certain functions. Gadgets are very practical so they can be used anywhere, not only at home. Examples of gadgets include mobile phones, laptops/computers, headsets, tablets, notebooks, pads, digital cameras, wireless mice, power banks, data cables, chargers, and others. The use of gadgets in the 21st century is more than in the previous century. Currently, it is proven that humans cannot be separated from their gadgets. As the necessities of life, gadgets are used from waking up to sleeping again. Coupled with the Covid-19 pandemic which requires all humans to be active at home, and causing gadgets to be increasingly loved by humans.

Gadgets have several functions, including as a tool to facilitate communication, as a source of information, as a medium of entertainment, to access learning media easily and practically, and to facilitate human work. The most widely used gadgets are cellphones, which can help humans communicate remotely. For example, someone who is in Australia can communicate and make friends with Indonesians through cellphone intermediaries. Through cell phones/smartphones, we can also get a lot of information, both domestic and foreign information. This information can be accessed through mass media such as Instagram, Facebook, Youtube, and others. Through our gadgets, we can also download songs and watch entertainment videos on the internet just to unwind from outside activities. And many other gadget functions.

In addition to these functions and advantages, gadgets also have disadvantages. Excessive use of gadgets is not good for eye and body health. Especially the use of gadgets for minors which can cause slowing of brain work. Excessive use of gadgets can cause blurred vision. In addition, excessive use of gadgets for children can also cause decreased concentration, low social interaction, lack of interest in children's learning, and can even lead to decreased ethics and morals in children.

Currently, the use of gadgets in children is an important thing that must be considered. Therefore, children need guidance and the right environment in the family and community, especially parents and teachers at school. Schools and communities are two environments that cannot be separated. A school is a place of learning, and a community environment is a place for the implications of the education and teaching process in schools. While the family is the first and foremost educational institution for a child. Where children will grow and develop with supervision and protection from the family before heading to formal education at school.

Based on the description above, this article was written to conduct a literature review with the theme "Gadgets and Student Learning Ways". The purpose of this paper is to find out the impact of using gadgets on children and how parents and teachers develop an interest in student learning at home and at school which is starting to disappear due to the influence of these gadgets.

Discussion

The Impact of Using Gadgets On Children

The preschool stage is an important stage in human growth and development. The rate of growth and development of each individual varies depending on the factors that influence it during growth and development. Whether we realize it or not, preschool children's environmental habits and stimulation can shape their development. Nowadays, along with the times and technology, many things affect children, including the use of gadgets.

A study published by the American Academy of Pediatrics (AAP) entitled "media use is becoming dominant in today's children's lives". The most widely used devices by children are gadgets, the number of children using gadgets has doubled (from 38% to 72%) in just two years, from 2011 to 2013 (Uhls, 2016). Based on a survey conducted by The Asian Parent Insight with Samsung Kidstime on the use of mobile devices by young children in early 2011, surprising results were obtained, namely up to 98% of parents allow their children to use these devices for daily purposes with more than one use. hours per day. This can cause disruption of the child's health and slow child development.

The American Academy of Pediatrics and the Canadian Association of Pediatricians insist that children aged 0-2 should not be exposed to technology at all. Children aged 3-5 years are limited to using technology only one hour per day and children aged 6-18 years are limited to 2 hours per day. Children and adolescents who use technology more than the recommended time limit pose a serious health risk (Septi, 2019). The strong beam of waves and the location of the gadget attached to the head will change brain cells to develop abnormally and have the potential to become cancer cells.

Some of the impacts of using gadgets on children include blurred vision, reduced appetite, lazy in activities, and children will tend to have an angry, emotional, and frustrated nature if their parents don't give them a gadget. Misuse of equipment, such as overuse of the device, poor positioning, and poor light intensity, will result in visual disturbances. Blind children will make it difficult for children to carry out daily activities. Decreased vision in children increases the risk of complications that cause blindness such as glaucoma and retinal abrasion.

In addition, there are risks that lurk, such as wandering pedophiles in cyberspace, unknown people, spreaders of hate, biased information, misuse of personal data, sexting, illegal activities (hacking, abuse of copyright), cyber bullying or harassment of children who are abused. occurs via the internet, and there are many other risks. Data from the Indonesian Child Protection Commission (KPAI) revealed that the number of children victims of pornography and online crimes had exceeded 1,022 children in 2015 with details of 11 percent of children being victims of online sexual violence, 15% of pornographic CD objects, 20% of online child prostitution, 21% of children being victims of online sexual violence. online pornography, 24% have pornographic material, and 28% are online pornography (Emilia, 2018). Not a few cases of kidnapping and selling narcotics on children that occur through gadgets. Like the case that happened to a 12

year old teenager who was taken away by an acquaintance from the free fire online game. Things like this are prone to happen to teenagers, especially to women who often go out with men they know through social media.

The impact of using gadgets can happen to anyone, not only toddlers but also teenagers and even adults. The use of gadgets has a negative impact on children's emotional development. Children will become angry individuals due to exemplifying what they watch on social media through gadgets. School age children to teenagers tend to be unstable and active in all things. In the transition to adolescence, children tend to like to do what they see and hear. When using social media, they will do and imitate what they see in it. Like girls who like to wear mini clothes that are trending on social media. Also boys will imitate the violence they find in gadgets. In addition, when they gather with friends or family, they will be busy with their gadgets so that there will be less moments of togetherness between children and their families due to these gadgets.

However, nowadays we often find the use of gadgets to be one of the shortcuts for parents in accompanying them as caregivers for their children. With a variety of interesting features and applications, they use it to accompany children so that parents can carry out activities in peace, without worrying about their children wandering around, playing dirty, making a mess of the house, which eventually makes them fussy and interferes with the activities of their parents. Children can skillfully operate gadgets and focus on games or other applications. Many parents lately think that gadgets can be safe and easy to supervise playmates. So that the role of parents has now been replaced by gadgets that are supposed to be playmates (Puji 2017). Thus, it is very important to conduct a more in-depth study regarding the role of parents in the use of technology when accompanying their children to study. Because a child really needs assistance and supervision from parents.

The Role of Parents in Developing Children's Learning Interests

The level of popularity of gadgets among children is inseparable from its interesting characteristics. The gadget is able to present the dimensions of motion, sound, color, and song all in one device. Of course, children do not get this in other media, such as books, magazines, and so on. In addition, the material presented in the gadget is very varied. Children can access information and entertainment in the gadget, which has unlimited access. So that it makes children feel at home sitting at home and forgetting the importance of health and socializing with the outside world (Palar, 2018).

Children's education is the responsibility of all parties, the whole family, society, especially parents. The role of parents in parenting is very important for the continuity of children's growth and development. Parents will educate their children from childhood, adolescence, even into adulthood, children will always be cared for by their parents. Education is a challenge with the rapid development of science and technology from time to time. This is where the challenge for parents is in educating and developing children's learning interests in accordance with technological advances and the times. So, an important role is needed from parents in providing examples and supervision of the use of gadgets in children.

In this case, the author interviewed Mrs. Nur Afni Fauziah, one of the parents who did not give gadgets to their children. According to Mrs. NurAfni, there is no ideal age for children to play with gadgets. The more parents don't give their children the freedom to access gadgets, the better for their child's development. Therefore, the more sophisticated the times, Mrs. Nur Afni will adjust the parenting pattern according to the needs of her children. As Ali bin Abi Talib said, "educate children according to their times". The average child in a day can spend 5-6 hours staring at the smartphone screen. Not to mention watching youtube, playing games, and many other activities that smartphone children like. In terms of the physical development of children, it will decrease due to a lack of physical activity. In addition, children will experience delays in speaking, and also if there is no supervision from parents, children can be exposed to pornographic content that is not appropriate for their age. The characteristics of children who have been exposed to pornographic content include preferring to spend time alone, having difficulty concentrating, tending to be quiet, like to deleting stories on internet searches for their gadgets. Because gadgets are portable and can be taken anywhere, parents tend not to know what their children see and access on social media.

The way Mrs. NurAfni overcomes this is by limiting her child's screentime. Parents still have to accompany and guide their children. Outside of school time, direct the child to do physical activities such as doing school assignments and their duties and obligations at home. When eating and driving, you are not allowed to use cell phones. In addition, children must also be taught to socialize and respect others, both offline and online. Mrs. NurAfni also has a library in her house so that the children's attention is diverted to books. Children will know many things from reading. In addition, invite children to make interesting works like what they have read in books. That way, children will be enthusiastic about learning and working. Mrs. NurAfni also limits the use of gadgets in front of her children. That way, the child will not whine about a gadget.

Image 1. Nur Afni's Child's Creativity To Avoid Gadget Usage
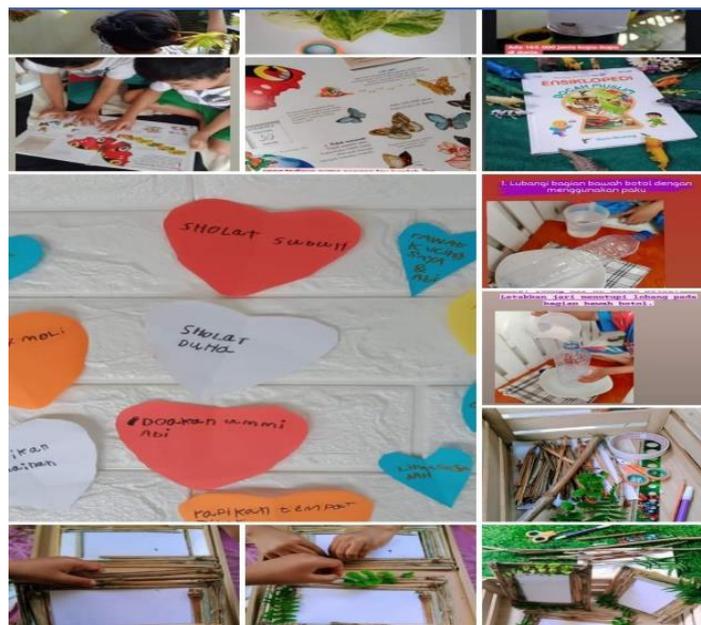
In addition to avoiding the use of gadgets in children, some parents only reduce the use of gadgets in children. Mrs. So'od and Mrs. Mas'ad are parents who reduce the use of gadgets in their children. When it is time to study, children will learn, and when it is time to reading Qur'an the child will read the Qur'an. However, children are still given gadgets for a while. Mrs. So'od and Mrs. Mas'ad provide gadgets for children to learn and play games, while still supervising and providing guidance on games and learning content for children. Children love to access learning through YouTube, such as memorizing the names of the Prophet's family, Asmaul Husna, and the names of the planets. According to observations, children aged 4-7 years tend to master a lesson faster by using learning videos such as those on YouTube. As did Mrs. So'od's son and Mrs. Mas'ad who used YouTube as one of their learning media.

According to Luhsasi & Sadjiarto, this YouTube-based learning video is equipped with sound effects and animations, which makes YouTube an effective learning medium. This arouses children's interest in listening and studying the material presented. Youtube as a learning media can be said to be effective because of easy and free access, adequate sources with the availability of various kinds of videos, as well as audiovisual forms so that it creates motivation to learn for students (Mutmainah, 2020)

Here are some YouTube links for children's learning to watch:

https://youtu.be/BcyX7l-NJ9M

https://youtu.be/aNUAEaendno

https://youtu.be/Qn-nMdz_50s

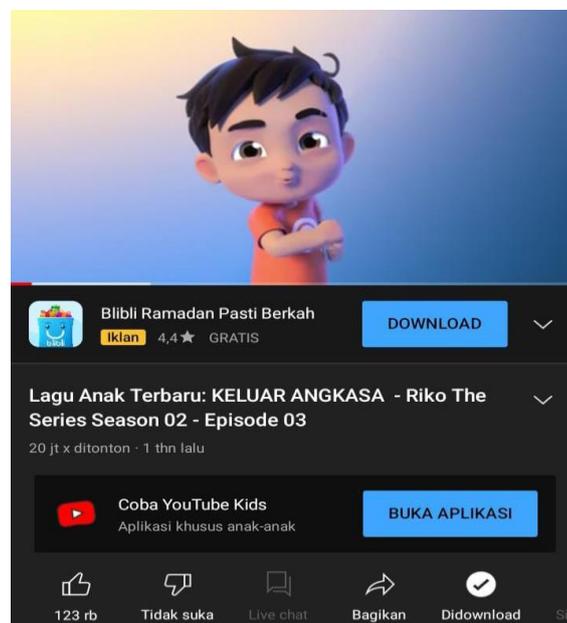**Image 2.** Video Learning Planet Names

Image 3. Video Learning Asmaul Husna

Image 4. Video Learning the Prophet's Family

Children will grow up to be individuals with character if they are left in an environment of character, so that the nature of every child who is born holy can develop to the fullest Parents can create an environment of character by getting used to doing positive things, one of which is by instilling a culture of literacy in the family. Educated families will not use harsh words or prohibitions that can offend children. Educated parents build the child's personality by providing explanations and directions as well as building a child's perspective on what is not yet known, so that the child's personality will be formed with attitudes and mindsets through the stimulation provided by parents.

The Messenger of Allah ordered both parents to be good role models in behaving and behaving honestly in dealing with children. Children will always pay attention and imitate the attitudes and behavior of adults. If they see both parents behaving honestly, they will grow up with honesty and so on. For this reason, parents are always required to be good role models for their children. Because a child who is in a period of growth always pays attention to the attitudes and words of his parents. The child will also ask why they did that. If a good example is given, the result will be good In this case, parents are required to carry out the commands of Allah SWT and the sunnah of his messenger in attitude and behavior. Because children always pay attention to the movements of their parents.

In this era of globalization, not a few parents are starting to use the Prophet's parenting method in educating their children. Because the best example is the Messenger of Allah. As an effort to build character, Islamic teachings must be instilled from an early age, because Islam is the most perfect guide and guide to life.

There are several conceptions of parenting that are in accordance with Islamic teachings and the Prophet's method: (1) Introducing children to monotheism as early as possible, (2) Teaching children good morals, (3) Be gentle with children, don't yell. Because the more the children yell, the more rebellious they will become. (4) Finding the right time to provide direction so that it can build children's mindsets, (5) Be fair to children, (6) Pay attention to children's physical and spiritual health, (6) Take time to accompany children to play and study so that children do not feel lonely and seeking outside attention, (7) Pray, because the prayer of both parents is a strong prayer and parents should look for an efficacious time so that prayer is granted. In addition to the application of these methods, parents must find the right school environment and teachers, who can develop children's education, especially in the development of children's character. Parents must also establish communication with teachers who teach their children at school to find out the character development of children at school so that it can be adapted to the development of children at home.

The Role of Teachers in Developing Students' Interest in Learning

The learning process is a system consisting of several sub-systems that are interconnected and influence each other. Some of these sub-systems include: (1) Students, (2) Teachers, (3) Learning media, (4) Learning methods, (5) Learning objectives, (6) Learning resources, (7) Facilities and infrastructure, (8) Environment. If one of the sub-systems is not optimal, then the success of the learning process will also not be optimal. For example, learning media, if a teacher cannot choose, provide, present effective media in the learning process, then the information conveyed through the media will not be well received by students. This will have an impact on student learning outcomes and motivation (Sofyan. 2017).

In the world of education, there are many types of teaching methods whose use must be adapted to various things, such as the circumstances in which teaching and learning activities take place, available facilities, and others, which must be adapted to educational goals. To achieve this goal, of course, teachers always want to improve the quality of teaching and provide educational materials to students so that they are easy

to understand. More than that, the teacher wants to make the teaching process functional, which means the teacher must master the teaching method. With good and correct teaching methods, students will be happy, and easier to understand and remember the subject matter. Teaching methods can also generate student interest in learning because interest is the basis of the learning process. The high interest in learning will be associated with high student achievement. The application of this teaching method was also carried out by several teachers in Bima City, West Nusa Tenggara who were interviewed by the author. The author interviewed three teachers in Bima City, West Nusa Tenggara.

First, the author interviewed Mrs. Mas'ad Nimran a social studies teacher at the Muhammadiyah Middle School in Bima City. In teaching and learning activities, Mrs. Mas'ad uses several methods to attract and develop students' interest in learning. Among the methods used are the lecture method, question and answer method, discussion method, and scientific approach. From these methods, several learning models were developed. Among the learning models that are often used by Mrs. Mas'ad is make a mates, namely the learning model of playing using cards as material stabilization. The learning model uses cards made by Mrs. Mas'ad own. Before playing, Mrs. Mas'ad gave some explanations related to the subject matter. After giving some theories, students were invited to make visits to places related to learning materials. For example, the material discussed is the history of the entry of Islam into the City of Bima, then after explaining the material about the history of the entry of Islam into the City of Bima, students will be invited to visit museums or places that are evidence of the history of the entry of Islam in the City of Bima. After the visit, a card-matching game was held containing questions and answers to the subject matter. Each student will be given a card at random and look for a partner according to the questions and answers obtained. After the game is over, students will do the stabilization again by being distributed to discussion groups. The application of this method makes students very enthusiastic and easy to absorb the subject matter. According to Mrs. Mas'ad, learning is now centered on the learning needs of students, by looking at the interests and learning styles of students. Moreover, education in Indonesia currently implements an independent learning curriculum, which no longer applies the National Examination system, but still follows the policies of each school.

Second, the author also interviewed Mrs. Ella, an Arabic teacher at Senior High School 2 Bima city. In teaching and learning Arabic in class, Mrs. Ella uses a grammatical translation method, where students are asked to read one by one while being asked according to the grammar being discussed. In addition to this method, Mrs. Ella also uses the reading method to facilitate students in reading Arabic texts. These methods do not immediately make all students understand, because the character of students varies and each student has their interests and talents. According to Mrs. Ella, to unite students' characters is not easy, a special approach is needed for each child. . Therefore, Mrs. Ella often invites students to chat outside of Arabic lessons, so that students feel comfortable and easily accept lessons well.

Third, the writer interviewed Mrs. Sarah as a teacher at Elementary School 7 Bima City. The methods used by Mrs. Sarah herself varied, including teaching by the lecture

method because children at Elementary school 7 Bima City prefer to listen to explanations from the teacher to be able to understand the material presented by the teacher. In addition, Mrs. Sarah also uses the demonstration method so that the children have feedback on what is being taught. The demonstration method is the same as the question and answer method, and children will ask questions about material that they do not understand. Mrs. Sarah way to attract students' interest in learning in class is by doing activities that make the children happy, such as interspersing lessons with singing and unique games. Teachers must also be able to respond well and appreciate the work of students in class. Then, for students who find it difficult to accept lessons, an approach is made to the student and then Sarah's mother gives him special guidance, like peer tutors do because sometimes students also like to study with their peers.

To note, in general, humans have several types of intelligence. Howard Gardner, a leading psychologist from Harvard University revealed that every human being chooses eight types of intelligence, including: (1) verbal/linguistic (language) intelligence, namely intelligence related to language learning. Children with this intelligence have a deeper ability to be sensitive to words and language. (2) Logical/mathematical intelligence, which is the easiest to see and measure, (3) Spatial/visual intelligence, which can think in three dimensions and create a visual world. (4) Body/kinesthetic intelligence, namely the occurrence of a relationship between mind and body which is needed in the success of activities. (5) Musical/rhythmic intelligence. (6) Intrapersonal intelligence is the ability to understand the inner workings of the personality. (7) Spiritual intelligence. Everyone has these types of intelligence, but only a few are prominent in each person.

With these various types of human intelligence, the teacher's role is very important to provide direction to what is suitable and needed for his students. Thus it can be said that the existence of high and quality student learning outcomes can be produced from a quality learning process, To produce a quality learning process, an educator requires the ability to apply learning methods that are in accordance with the needs in the classroom, the discrepancy of the learning method applied can reduce the quality of the learning process itself, thus the improvement and improvement of student learning outcomes in schools can be implemented with the use of appropriate learning methods by the teacher (Mardiah. 2017).

Conclusion

Based on the results of the research above, it can be concluded that in this era of globalization, technological improvements such as gadgets are increasingly sophisticated. Gadgets in addition to having a positive impact, there are also have many negative impacts, one of which is the destruction of ethics and morals in children due to spectacles and inappropriate use. The use of gadgets for children requires special supervision from parents because there is no ideal age limit for using gadgets. The impact of using gadgets can not only occur in early childhood but can also attack teenagers and adults due to the radiation emitted from the gadget's rays. In addition, it takes role models and diversions from parents such as doing fun and useful activities with children. Restrictions on the use of gadgets also apply in schools, because it will reduce the concentration of learning in students at school. For this reason, teachers

must be able to apply fun learning methods so that they can bring students' interest in learning deeper. Such as applying games related to classroom learning. Because learning strategies are more important than the learning material itself.

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