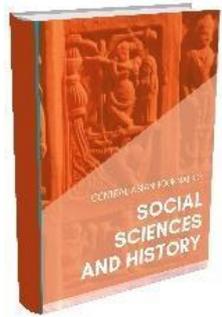




# CENTRAL ASIAN JOURNAL OF SOCIAL SCIENCES AND HISTORY

Journal homepage: <https://cajssh.centralasianstudies.org>



## Effective Strategies for Educators in Dealing with the Massive Influence of Gadgets Among Students Elementary School

Tutik Heriana<sup>1\*</sup>, Mai Puspadya Bilyastuty<sup>2</sup>, Rahmad Kurniawan<sup>3</sup>

<sup>1,2,3</sup>University of Merdeka Malang, Indonesia

Email : [tutik.heriana@unmer.ac.id](mailto:tutik.heriana@unmer.ac.id)

### Abstract:

Dependence on gadgets is unavoidable today, in addition to facilitating communication and expediting work, the many features or applications in gadgets such as games, entertainment in the form of movies, music, social media, online news, and videos, all of which are easily accessible so that it can cause everyone to feel the need and must have a gadget, including children. Actually, there is nothing wrong if children use gadgets, because after all there are also many features in gadgets that are educational, but the problem is if they are misused and used excessively, causing children to be addicted to gadgets. The research that will be raised in this article is to find solutions and effective strategies to block the massive influence of gadgets by diverting the attractiveness of gadgets to other things along with other effective strategies so that there is a balance between the benefits and negative impacts. The method used is qualitative research by describing observations or observations in the field using primary data and direct interviews with interested parties who become data sources, namely teachers, principals, student guardians and school operators.

The answer to the problem of gadget use in childhood is to limit the use of gadgets, monitor children playing gadgets with a very important role from parents, and provide a set schedule when children play gadgets so that it does not interfere with children's social development. This research focuses on effective strategies to achieve the goals to be achieved, which will provide input to

### ARTICLE INFO

#### Article history:

Received 25-Aug-22

Received in revised form 28-Aug-22

Accepted 15-Sep-23

Available online 17-Oct-2023

**Key word:** Effective strategies, Gadgets, Massive, Learners

readers and stakeholders who have an interest in the same problems as the researcher's writing. With the right strategy, it is hoped that students can use gadgets wisely and not interfere with the learning process at school.

With the development of technology over time, it is not unusual for students at school, teachers, and most people to use internet-connected gadgets or commonly called smart phones. Dependence on gadgets is unavoidable today, in addition to facilitating communication and expediting work, there are many features or applications in gadgets such as games, entertainment in the form of movies, music, social media, online news, and videos, all of which are easily accessible so that it can cause everyone to feel the need and must have a gadget, including children. (Population Control and Family Planning Office, 2022)

Actually, there is nothing wrong if children use gadgets, because after all there are also many features in gadgets that are educational, but the problem is if they are misused and used excessively, causing children to be addicted to gadgets.

Several studies have proven that excessive use of gadgets in children makes it difficult to concentrate at school, obesity, reduced ability to interact, limiting imagination, academic abilities that are not maximized and aggressive attitudes. (Farijah, 2021)

However, it is important to note that these negative effects are not universal and may vary from child to child. In addition, gadget use has positive effects, such as helping to develop fine motor skills and increasing attention span.

A study by (Nuriyah, 2021) analyzed educators' strategies to overcome the negative effects of using gadgets in exams on student learning achievement. The strategy applied is very simple but has the ability to invite children to follow predetermined rules. The strategies applied include confiscating gadgets when going to class and during recess, checking the condition of gadgets, and supervising children's activities both at school and at home.

The research that will be raised in this article is to find solutions and effective strategies to block the massive influence of gadgets by diverting the attractiveness of gadgets to other things along with other effective strategies so that there is a balance between the benefits and negative impacts. This article raises the issue: What are the effective strategies of educators in blocking the massive influence of gadgets among elementary school students? The purpose is to find out the effective strategies of educators in blocking the massive influence of gadgets among elementary school students.

## Research Methods

The method used is qualitative research by describing observations or observations in the field using primary data and direct interviews with interested parties who become data sources, namely teachers, principals, student guardians and school operators. This approach seeks to analyze more deeply the phenomenon of the study. In this case the researcher takes a more intensive approach with the informant in order to obtain factual data. The data after being collected is then analyzed using

various methods, such as data analysis and data visualization.

### **Data Analysis**

Qualitative data were analyzed simultaneously, progressing from field observations. Based on Spreadley cited by (Iskandar, 2016), qualitative analysis begins with field analysis, followed by category analysis, component analysis, as well as cultural theme analysis. Field analysis as an effort to get a description of the social situation of research, to get an overview of research subjects that have never been studied before. The domain is searched to get a certain domain selected for the search and then identified as the object of the search.

### **Results and Discussion**

Due to exposure to gadgets and technology, the use of gadgets can bring benefits as well as negative impacts. By using internet features, they can not only improve their cognitive abilities and hand-eye coordination, but there is also new knowledge and cultural differences.

Social networking can also increase knowledge, bring up new ways of learning, keep in touch with friends and relatives even though they are far apart, on the other hand it also results in negative impacts, including addiction. It can also lead to mental anxiety due to imagining the "perfect" life they see on social media that is different from their own. This can be the cause of cyberbullying. (Knowledge, 2020)

Excessive gadget use has a negative effect on children's social and emotional development. (Chintami Luciana Watak, 2023). The negative impact of gadget use on children includes children becoming quiet, sleep disturbances, feeling lonely, decreased creativity, violent behavior, and the threat of cyberbullying. The answer to the problem of gadget use in childhood is to limit the use of gadgets, monitor children playing gadgets with a very important role from parents, and provide a set schedule when children play gadgets so as not to interfere with children's social growth and development.

If we look back to ancient times where gadgets were not yet available as they are today, children's time was used for play activities that were very varied in type, playing as well as sports, learning to study religion and learning various types of art activities. Here the role of educators as parents of students at school is required to be able to utilize student learning time while at school in order to shift the attractiveness of students and reduce the massive influence of gadget exposure in the world of children.

The number of schools in Ponorogo District is very large, so the researcher limited the research to Ponorogo District and took a case study at SDN Tambakbayan where the Principal also works at the neighboring SDN Tambakbayan, namely SDN Kauman, making it easier to find data through educators.

Table. 1  
Data on Public Elementary Schools in Ponorogo Sub-District

No	NPSN	School Name	Village	Status
1	20510331	SD NEGERI 1 BANGUNSARI	Bangunsari	Negeri
2	20510329	SD NEGERI 1 BANYUDONO	Banyudono	Negeri
3	20510334	SD NEGERI 1 BEDURI	Beduri	Negeri
4	20510342	SD NEGERI 1 BROTONEGARAN	Brotonegaran	Negeri
5	20510597	SD NEGERI 1 KENITEN	Keniten	Negeri
6	20510612	SD NEGERI 1 MANGKUJAYAN	Mangkujayan	Negeri
7	20510697	SD NEGERI 1 NOLOGATEN	Nologaten	Negeri
8	20510695	SD NEGERI 1 PAJU	Paju	Negeri
9	20510694	SD NEGERI 1 PAKUNDEN	Pakunden	Negeri
10	20510660	SD NEGERI 1 PURBOSUMAN	Purbosuman	Negeri
11	20549689	SD NEGERI 1 SURODIKRAMAN	Surodikraman	Negeri
12	20510511	SD NEGERI 1 TONATAN	Tonatan	Negeri
13	20510592	SD NEGERI 2 BANGUNSARI	Bangunsari	Negeri
14	20510577	SD NEGERI 2 BANYUDONO	Banyudono	Negeri
15	20510589	SD NEGERI 2 BROTONEGARAN	Brotonegaran	Negeri
16	20510582	SD NEGERI 2 COKROMENGGALAN	Cokromenggalan	Negeri
17	20509951	SD NEGERI 2 KAUMAN	Kauman	Negeri
18	20509947	SD NEGERI 2 KENITEN	Keniten	Negeri
19	20509961	SD NEGERI 2 MANGKUJAYAN	Mangkujayan	Negeri
20	20509927	SD NEGERI 2 NOLOGATEN	Nologaten	Negeri

21	20509969	SD NEGERI 2 SURODIKRAMAN	Surodikraman	Negeri
22	20509982	SD NEGERI 2 TONATAN	Tonatan	Negeri
23	20509851	SD NEGERI 3 BANGUNSARI	Bangunsari	Negeri
24	20509825	SD NEGERI 3 MANGKUJAYAN	Mangkujayan	Negeri
25	20509873	SD NEGERI 4 MANGKUJAYAN	Mangkujayan	Negeri
26	20510641	SD NEGERI JINGGLONG	Jingglong	Negeri
27	20510221	SD NEGERI KEPATIHAN	Kepatihan	Negeri
28	20510673	SD NEGERI PINGGIRSARI	Pinggirsari	Negeri
29	20510045	SD NEGERI TAMBAKBAYAN	Tambakbayan	Negeri

Source of Data: Indonesian School Directory, 2023

Researchers made direct observations to the field at SDN Tambakbayan, Ponorogo Regency where there have been efforts from educators to shift students' gadget bigotry with the following activities: a. Sports such as badminton, futsal, and karate. b. Arts such as dance and fine arts. c. Religious activities such as dhuha prayers in congregation, memorizing short letters, memorizing asma'ul husna and reading and writing the Qur'an. d. Traditional games such as clogs, gobag sodor, and gobag sodor. Traditional games such as clogs, gobag sodor, monopoly and snakes and ladders, e. Catering with cooking exercises.

Some of the efforts of educators at SDN Tambakbayan Ponorogo are strategies designed to at least reduce the dominant role of gadgets on students, where in general a strategy can be understood as an effort by a person or group to create a pattern in achieving goals (V, Novi). It can also be said, the art that allows a person or group to use available resources in achieving goals through effective and efficient procedures.

Whether you realize it or not, strategy becomes a bridge that facilitates planning, implementation and facilitates achieving goals (Deepublishstore). Strategies that are able to achieve goals in an appropriate and efficient manner are called effective strategies. Here are some important goals for making effective strategies:

- a. Able to maintain interests: effective strategies are able to maintain the interests of the group or individual who makes the strategy.
- b. Able to provide a picture of the goal: Effective strategies are able to provide an overview of the goals to be achieved.
- c. Able to update past strategies: An effective strategy not only aims to evaluate and explain the actions that must be taken, but also has the aim of updating the strategy.

d. More efficient and effective: effective strategies can help users to achieve goals using efficient and effective steps.

Effective strategies can also be applied in various fields, such as effective teaching strategies, and effective business strategies.

All organizations have goals, and all organizations have strategies, even if they are sporadic, informal and unstructured. It is a widely known and accepted view that individuals and organizations that plan well in advance are more likely to be successful than those that do not. Someone who is an expert in strategy will make plans and control the plans, while poor strategists never make plans and then try to control people. (R.David, 2002) Strategic management is the science used in managing strategy. (Deepublishstore).

The use of strategic management in for-profit institutions has shown the success of companies in achieving competitive advantage. For this reason, this paper discusses the use of strategic management in educational institutions (Fadhli, 2020) with a focus on the massive influence of gadget exposure on students.

Strategic Management in non-profit and government organizations often functions as a monopoly, providing services that offer little or no measurable achievement, and depends entirely on external funding. This includes educational institutions that often use concepts and techniques in strategic management. A strategic plan is needed in managing the institution in all areas related to the strategic plan as a school accreditation submission. (R.David, 2002)

This study focuses on effective strategies to achieve the goals to be achieved, which will provide input to readers and stakeholders who have an interest in the same problem as the researcher's writing about the effective strategies of educators in blocking the massive influence of gadgets among elementary school students.

From the case study at SDN Tambakbayan Ponorogo, the strategies and efforts that have been made in blocking the influence of gadgets are:

1. There are efforts to include curriculum and extra-curricular activities that require full concentration to carry out school activities so that students focus on the activities offered by educators, namely implementing Full Day school.
2. Educators focus on assistance and attention in the learning process as well as extra-curricular as well as in the process of traditional games, so that they can fully monitor student activities.
3. Provide traditional game equipment and mentoring so that students are busy and engrossed at recess with traditional toys and sports and other physical activities.
4. Educators' efforts to make unwritten rules for students not to bring gadgets during effective school hours.
5. Providing sports facilities for students so that students can utilize sports as a physical activity.
6. Emphasizing parents to always accompany students outside of school hours, especially regarding the use of gadgets.

Based on observations and information from the school, teachers, administrators, school operators and parents as well as elementary school students at SDN Tambakbayan, Ponorogo Regency, the researcher made an analysis of effective strategies in dealing with the massive influence of gadgets

among elementary school students. Educators can generally apply the following effective strategies:

1. Education about the healthy use of gadgets, educators can provide education to children about the healthy and wise use of gadgets. They can explain the negative impacts that may arise from excessive gadget use, such as addiction and concentration disorders. (Office of Population Control and Family Planning, 2022)
2. Limiting the time of gadget use, educators can work with student guardians in limiting the time of student gadget use. Educators can set clear rules regarding the length and time when students are allowed to use gadgets. This aims to encourage students to spend time with more useful activities, such as playing outdoors or reading books. (Nuriyah, 2021)
3. The use of technology in learning, educators can utilize technology, including gadgets, as a tool in learning. They can use interactive and engaging educational applications to help increase students' interest and motivation to learn. Thus, gadgets can be used positively and support the learning process. (Nuriyah, 2021)
4. Supervision and mentoring, Educators can supervise and mentor when students use gadgets. They can provide direction and guidance in selecting appropriate and safe content for consumption. In addition, educators can also provide supervision of students' online interactions to ensure their safety and mental health. (Adminbabel, 2019)
5. Collaboration with parents, educators can work with parents to create an environment that supports healthy gadget use. Educators can conduct meetings or discussions with guardians who share their experiences in dealing with the influence of gadgets among elementary school students. This collaboration can help create consistency in approaches and rules applied at school and at home. (Nuance, 2021)
6. Encourage students to do physical activities: educators can encourage students to do physical activities outdoors, such as sports or activities that involve body movement. This can help reduce students' dependence on gadgets. (Nuance, 2021)

By implementing these strategies, educators can help block the massive influence of gadgets among elementary school students and ensure the healthy and beneficial use of gadgets for student development because after all, gadgets can also add insight and useful information if used properly. With the right strategies, it is hoped that students can use gadgets wisely and not interfere with the learning process at school.

## Conclusion

In dealing with the massive influence of gadgets among elementary school students, the role of educators is very important because school time is an effective time for students to do activities. By applying effective strategies, educators can help block the massive influence of gadgets among elementary school students and help students develop a balance in the use of technology.

After effective hours, students tend to use recess at home. Parents often have tried to divert

children's attention to gadgets but sometimes get less response from children, because busy parents pay less attention to their children. It can be concluded that to achieve the goals to be achieved, the role of the school and the role of parents is needed as a determinant in blocking the massive influence of gadgets among elementary school students.

### **Bibliography**

1. Adminbabel. (2019). Positive and negative impacts of gadget use on its users. Retrieved from [Kemenag.go.id: https://babel.kemenag.go.id/id/opini/591/Dampak-Positif-dan-Negatif-Penggunaan-Gadged-Bagi-Penggunanya](https://babel.kemenag.go.id/id/opini/591/Dampak-Positif-dan-Negatif-Penggunaan-Gadged-Bagi-Penggunanya)
2. Chintami Luciana Watak, Y. T. (2023). The Impact of Excessive Gadget Use on Elementary School Children. *JPM (Journal of Mapalus Community Service)*, I (2).
3. Deepublishstore. (n.d.). Definition of Strategy: Purpose, Types and Examples. Retrieved from <https://deepublishstore.com/blog/materi/pengertian-strategi/>
4. Population Control and Family Planning Office, P. P. (2022). The impact of gadget use on children's social development. Retrieved from <https://dppkbpppa.pontianak.go.id/informasi/berita/dampak-penggunaan-gadget-terhadap-perkembangan-sosial-anak>: <https://dppkbpppa.pontianak.go.id/informasi/berita/dampak-penggunaan-gadget-terhadap-perkembangan-sosial-anak>
5. Fadhli, M. (2020). Implementation of Strategic Management in Educational Institutions. *Continuous Education: Journal of Science and Research*, 11-23.
6. Farijah, D. (2021). The Impact Of Using Technology-Based Media. Retrieved from <https://repository.ar-raniry.ac.id/eprint/17214/1/Desi%20Farijah%2C%20160210026%2C%20FTK%2C%20PIAUD%2C%20082277086745.pdf>
7. Iskandar, U. (2016). Qualitative Research Data Analysis. Retrieved from <https://urayiskandar.com/2016/08/analisis-data-penelitian-kualitatif.html> on August 18, 2018.
8. Knowledge, S.-I. (2020). 5 Negative Impacts of Cell Phones for Early Childhood and Development. Retrieved from <https://www.zurich.co.id/id-id/blog/articles/2020/12/5-dampak-negatif-hp-bagi-anak-usia-dini-dan-perkembangannya>
9. Nuance, W. P. (2021). The Effect of Gadget Use among Elementary School-Age Children. Indonesia. Retrieved from *The Influence of Gadget Use among Elementary School-Age Children*
10. Nuriyah, R. A. (2021). Teacher's Strategy in Overcoming the Negative Impact of Using Gadgets as a Media for Semester School Final Examinations on Student Learning Achievement at Mi Nasyatut Tholibin Kec. Garum Kab. Blitar (thesis). Retrieved from <http://repo.uinsatu.ac.id/id/eprint/19287>: <http://repo.uinsatu.ac.id/id/eprint/19287>
11. R.David, F. (2002). *Strategic Management: Concepts*. Jakarta, Indonesia: PT Prenhalindo.
12. V, N. (n.d.). *Management: Definition of Strategy as well as types, objectives, and examples*. Retrieved from <https://www.gramedia.com/literasi/pengertian-strategi/>