Journal for Lesson and Learning Studies
Volume 5, Number 2, 2022 pp. 292-299
P-ISSN: 2615-6148 E-ISSN : 2615-7330
Open Access: https://doi.org/10.23887/jlls.v5i2.52531

The Influence of Gadgets on Interests and Learning Outcomes of Second-Grade Elementary School Students

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ARTICLE INFO

Article history:
Received June 07, 2022
Accepted July 19, 2022
Available online July 25, 2022

Kata Kunci:
Gadget, minat, hasil belajar.

Keywords:
Gadgets, interests, learning outcomes.

ABSTRAK

Hampir semua siswa dikelas II sudah bisa menggunakan gadget seperti untuk bermain game, nonton video youtube dan tiktok. Hal ini membuat minat belajar siswa menjadi berkurang dan hasil belajarnya pun menurun. Tujuan penelitian ini adalah untuk mengetahui pengaruh gadget pada minat belajar dan umtuk mengetahui pengaruh gadget pada hasil belajar siswa kelas II SD. Penelitian ini tergolong kedalam jenis penelitian deskriptif kuantitatif dengan populasi penelitiannya yakni siswa kelas II SD yang berjumlah 38 orang siswa. Penarikan sampel dalam penelitian dilakukan menggunakan teknik sampling jenuh, dengan jumlah sampel akhir yakni 38 orang siswa. Pengumpulan data dalam penelitian dilakukan menggunakan metode observasi, wawancara dan penyebaran angket, dengan instrument penelitian berupa Angket Variabel Gadget (X1) sebanyak 25 item pernyataan dan angket variabel Minat Belajar (Y1) sebanyak 23 item pernyataan. Data yang didapatkan pada penelitian ini kemudian dianalisis dengan menggunakan uji normalitas, uji homogenitas, uji regresi linier sederhana dan korelasi determinasi. Hasil uji regresi sederhana menunjukkan bahwa gadget (X) memiliki pengaruh terhadap Minat belajar(Y_1) sebesar 14,2 % Dan hasil gadget(X) memiliki pengaruh terhadap hasil belajar(Y_2) sebesar 10.9 % pada Siswa kelas II SD Pekanbaru. Kesimpulan dari penelitian ini adalah gadget berpengaruh terhadap minat belajar hasil belajar peserta didik.

ABSTRACT

Almost all students in second grade can already use gadgets such as to play games and watch YouTube videos and TikTok. It makes students' interest in learning decrease and their learning outcomes decrease. This study aimed to determine the effect of gadgets on interest in learning and the effect of gadgets on learning outcomes of second-grade elementary school students. This research belongs to the quantitative descriptive research with the research population, namely the second-grade elementary school students, totaling 38 students. Sampling in the study was carried out using a saturated sampling technique, with a final sample size of 38 students. The data collection in this study was carried out using the method of observation, interviews, and questionnaires, with the research instrument in the form of a Gadget Variable Questionnaire (X1) with 25 statement items and a Learning Interest variable questionnaire (Y1) with 23 statement items. The data obtained in this study were then analyzed using normality, homogeneity, simple linear regression, and correlation of determination. The results of the simple regression test show that Gadget (X) has an influence on learning interest (Y1) by 14.2%, and the result of Gadget (X) has an effect on learning outcomes (Y2) by 10.9% in second-grade students at SD Pekanbaru. This study concludes that gadgets affect students' interest in learning and learning outcomes.

1. INTRODUCTION

In this era of globalization, technology is developing rapidly along with the times. Technological developments are marked by technological advances in various fields of people's lives, such as the emergence of various electronic devices that make it easier for humans to carry out daily activities (Marpaung, 2018; Seto et al., 2021). The development of various sciences and technologies has changed the entire order of human life, from education, and economics, to socio-cultural aspects (Bahtiar et al., 2020; Hudaya, 2018). Technology is defined as objects or tools made by humans to facilitate various jobs (Alia & Irwansyah, 2018; Dewi, 2019). One form of technological development most widely used by the

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community is gadget technology. Gadgets were originally developed as a long-distance communication tool. Still, along with the times, gadgets can now be used as a communication tool to entertain with sound, writing, pictures, and videos (Jey & Mau, 2021; Novitasari, 2019; Rosiyanti & Muthmainnah, 2018). In addition, gadgets can also be used as a source of information. With the help of gadgets, people can easily get information from all over the world without spending much money (Nurhati & Yanti, 2022; Seto et al., 2021; Syifa et al., 2019). The use of easy and practical gadgets with all their benefits tends to be favored by all levels of society, including children. Previous research has shown that in 2011 the use rate of gadgets by children reached a value of 38%, which then increased in 2013 to 72% (Hidayatuladkia et al., 2021; Nikmawati et al., 2021). The use of gadgets by children provides various positive and negative influences. The positive influence of using gadgets is that they can help children form their mindset through playing, processing strategies in games, analyzing games, and increasing their right brain abilities (Hudaya, 2018; Kurniawati, 2020). In addition, the use of gadgets can also improve children's ability to use technology, expand friendship networks, simplify the communication process, and train children's creativity (Astuti, 2019; Mayenti & Sunita, 2018).

It's just that gadgets that are used continuously without parental supervision can, of course, also harm children. Children addicted to gadgets tend to have closed personalities and prefer to be alone to play with gadgets (Subarkah, 2019; Suhartini et al., 2018). In addition, excessive use of gadgets will also interfere with eye health, and child development, affect children's behavior, interfere with learning interests, and are prone to crime. If childhood is addicted and gets bad effects from gadgets, then the development of children will be hampered because childhood experiences strongly influence subsequent development (Ariston & Frahasini, 2018; Boiliu, 2020). It is in line with the results of observations and interviews conducted with teachers and parents of second-grade students at SD Negeri 67 Pekanbaru. The observations and interviews showed that all students in the second grade could use gadgets such as to play games, watch youtube videos and TikTok. It makes students' interest in learning decrease and their learning outcomes decrease. Students become lazy to study and find it difficult to understand the teacher's material. Furthermore, the interviews with parents also showed that many second-grade students now understand more about using gadgets which makes children addicted to using gadgets. Frequent use of gadgets makes children difficult to manage, lazy to study, and more active playing gadgets at home rather than playing outside the house with friends, such as playing games and watching YouTube and Tiktok applications.

The negative impact of addiction to playing gadgets will certainly decrease student learning outcomes and interest in learning. Interest is a person's desire or tendency to get or pay attention to something accompanied by a sense of pleasure and satisfaction (Charli et al., 2019; Hijriyani & Astuti, 2020). A student who takes great interest in the lesson will focus his attention more than other students because of the intensive concentration of attention on the material that allows the student to study harder (Arini et al., 2022; Hasiholan & Fernando, 2021). Students who have a high interest in learning will certainly have an impact on increasing their learning outcomes. Learning outcomes are changes in students concerning cognitive, affective and psychomotor aspects of learning outcomes and activities (Maemunah et al., 2022). Students will get maximum learning outcomes if students have a seriousness about the learning process. The learning activities must be adapted to the characteristics of students to increase student interest in learning. Children who are interested in something, namely learning, will try their best to achieve the goals of their learning activities. This research is in line with several previous studies entitled the impact of using gadgets on elementary school students' learning outcomes and learning interests. The results of this study indicate that the use of gadgets has no significant effect on student learning outcomes and significantly affects the learning interest of elementary school students (Nikmawati et al., 2021). The results of other studies show that using gadgets impacts the psychological development of elementary school children (Syifa et al., 2019). The results of other studies show that using gadgets affects students' learning achievement (Nurhati & Yanti, 2022). Based on some of these research results, it can be seen that the use of gadgets affects learning outcomes and student achievement. It's just that in previous research, there has been no study on the influence of gadgets on the interests and learning outcomes of second-grade elementary school students. So this research is focused on this study to know the effect of gadgets on interest in learning and the effect of gadgets on the learning outcomes of second-grade elementary school students.

2. METHOD

This research belongs to quantitative descriptive research, which is carried out to solve a problem or test a hypothesis to develop general principles. The population in this study were the second-grade students of SDN 67 Pekanbaru, totaling 38 students. Sampling in the study was carried out with a

saturated sampling technique because all members of the population were used as research samples. The variables in this study are the independent variable, Gadget (X), and the dependent variable, learning interest (Y1) and learning outcomes (Y2). The data collection in this study was carried out using the method of observation, interviews, and questionnaires, with the research instrument in the form of a Gadget Variable Questionnaire (X1) with 25 statement items and a Learning Interest variable questionnaire (Y1) with 23 statement items. The research instrument grid is presented in Table 1 and Table 2.

Table 1. Gadget Questionnaire Grid

Variable	Indicator	Statement	Total
Gadget Effect	Ownership	1,2,15	3
	Health	12,15,21	3
	Utilization	4,6,7,9,10,16,18	6
	Time	3,8,13,17,19	5
	Association/social aspect	5,11,20,14	4

Table 2. Learning Interest Questionnaire Grid

Variable	Indicator	Statement	Total
Interest to learn	Willingness	9,12,13,17,20	5
	Feeling happy	2,6,11,15,16,	5
	Interest in learning	1,3,8,5,18	5
	Obeying the rules	4,7,10,14,19	5

The learning outcomes variable (Y2) uses data from the test scores for even semester 2 of the second-grade students of SDN 67 Pekanbaru. After the data is collected, data processing and analysis are done using data processing techniques by performing a simple regression equation with SPSS Version 22. To be able to ensure the regression coefficient is significant or not.

3. RESULT AND DISCUSSION

Result

The Effect of Gadgets on Interest in Learning

The effect of using gadgets on student interest in learning is conducted by conducting normality tests, homogeneity tests, regression analysis, and analysis of the coefficient of determination. First, the normality test was conducted to test whether, in the regression model, the confounding or residual variables had a normal distribution or not. The normality test in this study uses the Kolmogorov Smirnov test processed with SPSS version 21. The normality test is used to test whether data is normal or not. Data with a normal distribution is one of the conditions for conducting a parametric test. A good data model is to have a normal distribution or close to normal with normal conditions if the sign or probability is > 0.05. The normality test of the questionnaire data was carried out using the Kolmogorov-Smirnov statistical test with a significant tariff of 0.05. The normality test in this study uses the following hypotheses: H0: The Effect of Gadgets on Learning Interests with Normal Distribution, and H1: The Effect of Gadgets on Learning Interests with Abnormal Distribution. The normality test results for using gadgets on students' interest in learning can be seen in Table 3.

Tabel 3. Hasil Uji normalitas

Residual	Kolmogorov Smirnov		Description
	N	*SIG.*	
Gadgets Interested in learning	38	0.200	H_0 Accepted

Based on the table, it is found that the significance value is 0.2. Based on these results, it can be concluded that the influence of gadgets on learning interest is normally distributed because it is greater than 0.05. Second, the homogeneity test was carried out to see whether the two variables used had the same level of influence by testing whether the two data were homogeneous by comparing the two variations. Then the test with a level of 0.05 with the hypothesis H0: there is no Effect of Gadgets on Students' Interest in Learning (Not Homogeneous) and hypothesis H1: There is an influence of Gadgets on

Students' Interest in Learning (Homogeneous). The results of the homogeneity test of the effect of using gadgets on students' interest in learning can be seen in Table 4.

Table 4. Homogeneity Test

Model	Homogeneity of Variances		Description
	T	*Sig*	
Gadgets Interested in Learning	1.597	0.119	Homogenous

Based on the results of the table above, it is found that the significance value of 0.119 is greater than 0.05, so it can be concluded that H1 is accepted, meaning that the influence of gadgets on interest in learning is homogeneous. Third, test the hypothesis using simple linear regression analysis. Simple linear regression analysis through SPSS version 22 was used to determine whether the Gadget variable (X) significantly affected the learning interest variable (Y). In addition, it can also be compared with the t-count value with t-table, or called the t-test, as in the decision making, namely H0: No Effect of Gadgets on interest in learning and Ha: Effect of Gadgets on Interest in Learning. The first step that needs to be done in simple linear regression analysis is to create a simple linear regression equation. The results of the simple linear regression equation carried out through SPSS can be seen in Table 5.

Table 5. Simple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.120	1.125		12.555	0.001
	X	0.326	0.134	0.376	2.437	0.020

Based on the table above, the linear regression model is obtained Y = 14.12 – 0.326 X. Based on the table above. It is known that the calculated t-value is 2,437. Because the calculated t value has been found, the next step is to find the t table value with the formula for the value in the statistical book, namely at a = 0 .05 with the bottom row a = 0.025. The way to calculate it is df-n-2 = 38-2=36. Then the value of 0.025 at number 36 is 2.028. Because the value of t arithmetic is greater than t table (2,437>2,028) so it can be concluded that H0 is rejected compared to Ha is accepted, meaning that there is an influence of Gadget (X) on the Learning Interest of second-grade students at SDN 67 Pekanbaru. With a confidence level of 95%, it can be concluded that for every 1 unit increase in the influence of gadgets, it will significantly decrease interest in learning by 0.326 units. Fourth, the coefficient of determination R2 test is used to predict the causal relationship between the independent and dependent variables and estimate the value that can be measured statistically. The results of the coefficient of determination test are presented in Table 6.

Tabel 6. Hasil Uji Kefisien Determinasi

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.376	0.142	0.118	2.90872

Based on the table above, the correlation coefficient (R) is 0.376. It means that the relationship between the variables of the influence of gadgets on learning interest is weak. In the table above, the R Square value is 0.142. So it can be concluded that the gadget influence variable has an influence of 14.2% on the variable of interest in learning, while other variables influence the other 85.8%.

The Effect of Gadgets on Learning Outcomes

The effect of using gadgets on student learning outcomes is conducted by conducting normality tests, homogeneity tests, regression analysis, and analysis of the coefficient of determination. First, the normality test is carried out with the aim of testing whether, in the regression model, the confounding or residual variables have a normal distribution or not. The normality test in this study uses the Kolmogorov Smirnov test processed with SPSS version 21. The normality test is used to test whether data is normal or not. Data with a normal distribution is one of the conditions for conducting a parametric test. A good data model is to have a normal distribution or close to normal with normal conditions if the sign or probability is > 0.05. The normality test of the questionnaire data was carried out using the Kolmogorov-Smirnov statistical test with a significant tariff of 0.05. The normality test in this study uses the hypothesis H0: The

Effect of Gadgets on Learning Interests with Normal Distribution and H1: The Effects of Gadgets on Learning Interests with Abnormal Distribution. The results of the normality test for the effect of using gadgets on student learning outcomes are presented in Table 7.

Table 7. Normality Test Results

Residual	Kolmogorov Smirnov		Description
	N	*SIG.*	
Learning Outcomes Gadgets	38	0,200	H_0 Accepted

Based on the table, it is found that the significance value is 0.2. Based on these results, it can be concluded that the influence of gadgets on learning outcomes is normally distributed because it is greater than 0.05. Second, the homogeneity test was carried out to see whether the two variables used had the same level of influence by testing whether the two data were homogeneous by comparing the two variations. Then the test with a level of 0.05 with hypothesis H0: there is no Effect of Gadgets on Students' Interest in Learning (Not Homogeneous) and hypothesis H1: There is an effect of Gadgets on Students' Interest in Learning (Homogeneous). The results of the homogeneity test of the effect of using gadgets on student learning outcomes can be seen in Table 8.

Table 8. Homogeneity Test

Model	Homogeneity of Variances		Description
	T	*Sig*	
Learning Outcomes Gadgets	2.100	0.073	Homogenous

Based on the results of the table above, it is found that the significance value of 0.073 is greater than 0.05, so it can be concluded that H1 is accepted, meaning that the influence of gadgets on learning outcomes is homogeneous. Third, test the hypothesis using simple linear regression analysis. Simple linear regression analysis through SPSS version 22 was used to determine whether the Gadget variable (X) significantly affected the learning interest variable (Y). In addition, it can also be compared with the t-count value with t-table, or called the t-test, as in the decision making, namely H0: No Effect of Gadgets on interest in learning and Ha: Effect of Gadgets on Interest in Learning. The first step that needs to be done in simple linear regression analysis is to create a simple linear regression equation. The results of the simple linear regression equation carried out through SPSS are presented in Table 9.

Table 9. Simple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	84.069	3.750		22.417	0.000
	X	0.937	0.446	0.330	2.100	0.043

Based on the table above, the linear regression model is obtained Y = 84.069 – 0.937 X. Based on the table above. It is known that the t-count value is 2.100 because the t-count value has been found, then the next step is to find the t-table value with the formula for the value in the statistical book, namely at a = 0 .05 with the bottom row a = 0.025. The way to calculate it is df-n-2 = 38-2=36. Then the value of 0.025 at number 36 is 2.028. Because the value of t arithmetic is greater than t table (2.100 > 2.028) so it can be concluded that H0 is rejected and Ha is accepted, meaning that there is an influence of Gadget (X) on the Learning Outcomes of Class II students at SDN 67 Pekanbaru. With a confidence level of 95%, it can be concluded that every increase in the influence of gadgets by 1 unit will significantly reduce Learning Outcomes by 0.937 units. Fourth, the coefficient of determination test (R2) is used to predict the causal relationship between the independent and dependent variables and estimate the value that can be measured statistically. The results of the coefficient of determination test are presented in Table 10.

Based on the Table 10, the correlation coefficient (R) is 0.33. It means that the relationship between the variables of the influence of gadgets on learning outcomes is weak. In the table above, the R Square value is 0.109. So it can be concluded that the gadget influence variable has an effect of 10.9% on the Learning Outcome variable, while other variables influence the other 89.1%.

Table 10. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.330	0.109	0.084	9.69943

Discussion

Based on the results of the data analysis that has been carried out, two main findings were obtained in this study: the first finding shows that the use of gadgets significantly influences students' interest in learning. It is shown from the results of the coefficient of determination of 0.142 or 14.2% that it has a positive effect, meaning that the Gadget Effect has a positive effect on learning interest in second-grade students of Sdn 67 Pekanbaru. There is an increase in student interest in learning due to gadgets related to the many features and applications that can help the student learning process (Dianto, 2022; Siahaan et al., 2022). As we all know, gadgets provide various information accompanied by pictures and videos to attract students' interest to listen to the information presented in them (Arwansyah & Wahyuni, 2019; Ridzal & Rosnawati, 2022). The learning process carried out by using pictures and videos can certainly attract students' interest in learning. This is because elementary school students enjoy playing and being interested in new things (Alia & Irwansyah, 2018; Dewi, 2019). It's just that the child's learning process by using gadgets must still be carried out with parental supervision to prevent children from content that has a negative influence (Bahtiar et al., 2020; Hudaya, 2018).

The study's second finding shows that gadgets positively influence student learning outcomes in addition to having a positive effect on learning outcomes. It is shown from the results of the coefficient of determination of 0.109 or 10.9% that it has a positive effect, meaning that the Gadget Effect has a positive effect on Learning Outcomes in second-grade students of SDN 67 Pekanbaru. At the same time, other variables influence the rest. These results confirm that using gadgets in the learning process can support learning activities by utilizing various applications such as browsers and YouTube (Jey & Mau, 2021; Novitasari, 2019; Rosiyanti & Muthmainnah, 2018). Gadgets have benefits as a means of learning for children. The benefits include learning to speak by showing introductory videos which children can imitate, learning to count, recognizing letters, recognizing animals, and so on (Nurhati & Yanti, 2022; Seto et al., 2021; Syifa et al., 2019). Learning gadgets will certainly be more interesting because many interesting features can be used for learning activities. Students will be excited to learn when they feel happy and interested and will be more motivated to continue learning (Hudaya, 2018; Kurniawati, 2020). The results obtained in this study are in line with the results of previous research, which also revealed that the use of gadgets did not significantly affect student learning outcomes and the learning interest of elementary school students (Nikmawati et al., 2021). The results of other studies show that using gadgets impacts the psychological development of elementary school children (Syifa et al., 2019). The results of other studies show that using gadgets affects students' learning achievement (Nurhati & Yanti, 2022). So based on some of the results of these studies, it can be said that gadgets can influence learning outcomes, interest in learning, and child psychology, so children's learning process must always be accompanied by parental supervision.

4. CONCLUSION

This study shows that the results show a significant influence between gadgets on interest and gadgets on the learning outcomes of second-grade students at SD Negeri 67 Pekanbaru.

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