

GADGET UTILITY USED BY ELEMENTARY SCHOOL STUDENTS FOR ONLINE LEARNING

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Abstract: This study aims at analyzing the usage of gadget for elementary school in online learning. This research is descriptive qualitative, where the researchers took 20 students consisted of 10 females and 10 males from various Elementary school in sintang district as participants. In collecting the data, the researchers used interview and questionnaires. The questionnaires consisted of 8 questions with scale likerts method. In conducting the interview, the researcher prepared 5 questions in the form of open ended questionnaires. This interview aims to confirm the data from the questionnaires. There are 3 things that are focused by researchers, namely gadget ownership, gadget use, and parental monitoring of gadget use. The result of interview and questionnaires showed that gadgets are specifically designated to support learning activities during the pandemic. In addition, parents strongly support their children to use gadgets in the context of online learning by giving their children their own gadgets to study, but they are still under parental supervision and time restrictions on gadget use.

Keywords: Gadget Utility, Gadget ownership, Parental monitoring

INTRODUCTION

Gadget is one of the most popular information tools among people to support the communication activities. Gadget is also known as the media to support students to learn especially in pandemic era. According to Cahyadi (2014), gadget is a set of technological means that have important applications that is needed by us because it can make human easy to communicate. For elementary school students, gadget is normally used for playing games, browsing and watching YouTube. Among children, gadgets are a diversion for playing activities outside, especially during pandemic. Basically, the use of gadget for students is not banned thing. Plenty of students use gadget for communicating with their parents and friends. Recently, Indonesia plagued by Covid-19 pandemic, it causes students cannot study at school. The government regulates that all schools in Indonesia have to study at home. It means the teachers have to create the specific strategies or model to teach the students in online learning.

The activities of studying at home called online learning. Due to that case, the students have to follow the online learning. One of the gadgets to support online learning is Android smartphone. Cui and Roto (2008) found that the primary use of gadget was task-oriented, convey the goals of finding out information, communications, indirect transactions, and organizing information personally. In addition, Bohmer et al. (2011) studied that users typically spent almost one hour per day on gadget, and that the average session duration was less than one minute. Meanwhile, Oulasvirta et al. (2012) found that the use of mobile devices might lead to the development of a checking habit that involves brief and frequent content consumption (e.g.,

checking Emails and Facebook updates). It can conclude that the use of gadget is very fundamental for human in this era.

In fact the use of gadget was not used properly. The students tend to use gadget just for playing game, having fun or their pleasure. The use of gadget without control by the parents also can be dangerous if it is not in under control of the parents. The students can surf internet freely. They absorb many information. Because of that, it can give bad impact for the students mentally and socially. Simamora (2016) stated that gadget can impact children in socializing. In line with Lestari at.al (2016:205-206) The impact of the use of gadgets can also interfere with interactions between family members so that family functions that should shape the personality of children in the family become changed. The intensity of speaking face-to-face decreases. But the good impact of gadget if it is used collaboratively (in pairs or small groups) usually more effective than individual in improving their writing skills.Higgins at.al (2012).

This study aims to explore the gadget utility used by elementary school for online learning. Referring to the two aspects inappropriate of using gadget and the use of gadget uncontrolled by parents. To support online learning every student should have a gadget. Teachers use gadget to teach students especially for giving materials, information, a task or online learning activity by using such kind of online learning application such as Google meet, Zoom meeting, Whatsapp applications, and Google Classroom.

The researchers do hope will highly contribute to support university strategic plan by providing a journal/article to be published in national journal. It is compulsory for lecturers to conduct the research in every semester to support lecturers academic publication. By publishing the article, the lecturers provide knowledge to teachers, researchers and educators.

METHOD

This study applied qualitative research design. According to Berg (2001) qualitative research is as an action where the researchers carried out the answers to the questions by assessing the various social and individual concept. Qualitative research design explains the contextual environment and evidences found from the participants' opinions. Qualitative is a procedure that provides a tools of assessing the hidden information about person who is being observed and the person being spoken to or that person can be represented through their tracks, such as letters, photos, social media, and so on relating to the individual. In line with the experts opinion above, Creswell (2009) explains that qualitative research is a tool to explore and understand individual and human problem.

“Qualitative research is a way for searching information and understanding human problems individually or socially. The process need some procedures and questionnaires. The data can be collected in participant's settings, and researchers then make interpretation from the

data. So, qualitative techniques provide researchers to expose an understanding or perception of other people.

From the above ideas, it can be seen about research methods. Thus the research method can be interpreted as a discussion and research methods are scientific steps to obtain data with specific purposes and uses. This scientific step must be guided by a scientist for a specific purpose and use. The research method in this research is descriptive qualitative by exploring or finding information related to the use of gadgets for online learning in elementary school students in Sintang District. In this case, the researchers took 20 elementary school students from three areas randomly. The method of the research is descriptive qualitative, by distributing questionnaire and doing interview. Qualitative and descriptive research methods have been very common procedures for conducting research in many disciplines, including education, psychology, and social sciences. According to Ary (2010:424), the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. An element that is absolutely in the research and development of science. In collecting the data, the researchers used questionnaire and interviews, because it as dealing with the qualitative data. The fundamental thing the researchers must consider that the questionnaire must not be too long (four pages maximum) and should not take more than 30 minutes to complete (Dörnyei, 2003). In order the respondents will not get tired and begin answering randomly, which increases the reliability and validity of the tool. The questionnaire consists of questions or statements that are asked individually to ask about opinions or facts, attitudes or preferences of respondents (Singh, 2006). Open interviews were used to collect qualitative data. Open interviews are a way to gather information using open-ended questions (Patton, 2002).

Kumar (2011, p. 139) states that interview is a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or program are explored through a free and open discussion between members of a group and the researcher. In this research, the researchers conducted the interview to 5 participants, to confirm the data from questionnaires. Interview can be time consuming and quite expensive but questionnaires still one of the tools that that common use for obtaining the data. (Fife-Schaw, 2006). In questionnaires there are two options it can be open ended questions or closed questions. According to Popping (2015) Open-ended questions are used so that respondents feel free to provide answers and the information obtained is not limited because if researchers use closed questions, they will only get limited information and answer basic questions.

FINDING AND DISCUSSION

Table 1. Questionnaire Results

No	Questions	Option	Frequenc y	Respondents	Percentages
1	I have my own gadget	SA	10	20	50
		A	0		0
		D	0		0
		SD	10		50
2	I use my parent's gadget	SA	10	20	50
		A	0		0
		D	0		0
		SD	0		0
3	I use gadget more than 5 hours a day	SA	7	20	35
		A	5		25
		D	3		15
		SD	5		25
4	I use gadget for online learning	SA	5	20	25
		A	10		50
		D	3		15
		SD	2		10
5	I need gadget for supporting me in online learning	SA	20		100
		A	0		0
		D	0		0
		SD	0		0
6	I use gadget for playing game	SA	15	20	75
		A	5		25
		D	0		0
		SD	0		0
7	I use gadget without parent's monitoring	SA	0	20	0
		A	0		0
		D	0		0
		SD	20		100

In this study there are three main focused on:: gadget ownership, gadget use, and parental monitoring of gadget use. To get the accurate data, the researchers provided seven questions. Based on the results of the questionnaire distributed to 20 students, it was found that there were 50 percentages of students who used their own gadget and 50 percentages of students who used their parents' gadgets. Then in the use of gadgets from 20 students there are 60 percentages of students who use gadgets more than 5 hours a day while there are 40 percentage of students who use gadgets for less than 5 hours. There are 2 functions of gadgets for children, the first is for online learning and the second is for playing games. Students do not only use gadgets to study but students really need gadgets to help them in online learning. This is evidenced

by the student response obtained by 100 percentage. The last focus of the research is monitoring parents on the use of gadgets, which based on the results of the questionnaire states that there is no use of gadgets without parental monitoring. This is evidenced by 100 percentage of student responses. And the last is the result of interview revealed that in the use of gadgets students say that they use their gadgets instead of parental gadgets.

S1 :” Yes mam, I have my own handphone”

S2 : “ my own handphone”

S3 : “My parent bought me a handphone”

S4 : “I already had my own handphone since online learning”

S5 : “I already had my own handphone”

Regarding the use of gadgets, the results of the interview revealed that gadgets are used first for learning and the second for playing games and other things.

S1 : “I use my handphone to study then watching the online videos and Tiktok”

S2 : “I use gadget for studying and playing games”

S3 : “I use gadget for studying and watching Youtube”

S4 : “I use gadget for studying and watching some tutorials”

S5 : “I use gadget for studying and sometime I play game with my friends”

The average duration of student use of gadgets is a maximum of 5 hours a day. Because in the use of their gadgets, they are also still under parental supervision and limiting playing time.

CONCLUSION

In this study, the researchers used questionnaires and interviews to collect the data. After the data was collected, the researchers then conducted a qualitative data analysis by describing the data and information obtained. In this research there are 3 things that are focused on by researchers, namely gadget ownership, gadget use, and parental monitoring of gadget use. Based on the results of the study, it can be concluded that the use of gadgets among elementary students in Sintang Regency aims to support online learning activities organized by the government. In addition, parents strongly support their children to use gadgets in the context of online learning by giving their children their own gadgets to study, but they are still under parental supervision and time restrictions on gadget use.

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