

The Influence of Gadgets on Student Discipline

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ABSTRACT: This study aims to describe the influence of gadgets on the discipline of fifth grade elementary school students. This research was conducted in fifth grade at SDN 003 Tanjung with a total of 30 students. This research was conducted in the even semester of the 2022/2023 academic year. This study uses a quantitative descriptive research type with a correlational model. Based on the results of data analysis, the results of the simple linear regression test obtained that the F count was 98.280 and the F table was 4.20 with a significance value of $0.000 < 0.05$. The regression test can be used to predict the effect of gadgets on the discipline of fifth grade elementary school students. $> f$ table, namely $98.280 > 4.20$, then H_0 is rejected and H_1 is accepted, meaning that there is a significant influence between gadgets (X) on discipline (Y) of fifth grade elementary school students. With a coefficient of determination of 77.8%, the use of gadgets by class V students at SDN 003 Tanjung is affected by student discipline. Based on the test results above, it can be concluded that the use of gadgets affects the discipline of fifth grade students at SDN 003 Tanjung.

Keywords: Gadgets, Discipline.

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INTRODUCTION

According to Law no. 20 of 2003 education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and society. country. One of the main goals of education is to develop potential and better educate individuals. One of the educational challenges is character building. Character building is a process or effort that is carried out to foster, improve, or shape character, character, psychological traits, noble character, human beings so that they show good temperament and behavior that underlies Pancasila values.

According to (Yuver Kusnoto, 2017) There are 18 character values that must be developed at every level and educational unit in Indonesia. These values are: Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democracy, Curiosity, Enthusiasm, nationality, love of the motherland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, care for social, responsibility. One of the important characters for early childhood is the character of discipline. S. & H. Muchlas, (2013) interprets that the character of discipline is an attitude and behavior that arises as a result of training or the habit of obeying rules, laws or orders.

According to Daryanto, (2013: 49) Discipline has a function as a self-balancer so as not to depend on others, rely on others, foster self-confidence, have positive relationships with others, and be able to adapt optimally. The following factors influence the development of disciplinary character. This factor is influenced by parents' parenting style for children, which is influenced by parents' education and income. Mistakes in parenting can have a devastating impact on children as they grow up. Habituation in children to do good things, children will get used to doing good things too. Parents can be disciplined and strict with children. Parenting patterns of parents to their children determine the morale of children when they are teenagers. Moral is the main foundation in the success of life later.

The current condition of student discipline is quite worrying because of the influence of globalization and technology which sometimes has negative factors that parents cannot filter out at this

time. This clearly affects the discipline of children if parents do not direct their children about cause and effect. Including the use of gadgets, gadgets has a big impact on children's development at this time, all children understand how to use it, if it is used incorrectly it will harm the child both in brain development and in terms of knowledge because it will tend to use it in a negative direction. Based on the explanation above that has been described, the researcher is interested in conducting research with the title "The Influence of Gadgets on Student Discipline at SDN 003 Tanjung".

LITERATURE REVIEW

Gadgets

Gadgets is a term in English that defines a small electronic media with a variety of special functions. Gadget in Indonesian is (a device) which is an instrument that has practical purposes and functions that are specifically designed to be more sophisticated than the technology created before. In his journal Chusna, (2017) states that the gadget has benefits and functions that are suitable for its use. The benefits and functions of gadgets in general include: Communication, Social, Searching for Information / Education, Entertainment.

Maya Ferdiana (2017) stated some of the positive impacts obtained from the use of gadgets, including: Developing imagination, Training intelligence, Increasing self-confidence, Developing skills in reading, mathematics, and problem solving. Furthermore, Maya Ferdiana (2017) also expressed his opinion about the negative impacts of using gadgets, including: Decreased concentration while studying, Lazy to write and read, Addiction, Causing health problems, Hindering early childhood cognitive development, Impeding language skills, Affecting early childhood behavior.

Discipline

According to Indonesian, the term discipline is closely related to order and order. According to Sincerely, (2018:31) order means one's obedience in following the rules because of a certain motivation, while order is a set of rules that apply to create orderly and orderly conditions. The attitude of discipline in obeying and obeying the rules arises because of self-awareness. Hurlock (2016: 83) explains that the main function of discipline is to teach children to understand rules and help children direct positive energy to socially acceptable paths, so that they can become useful individuals for their environment.

Based on the above reviews related to theoretical studies, the research hypothesis is:

H0 = There is no significant effect between gadgets (X) on student discipline (Y)

H1 = There is a significant influence between gadgets (X) on student discipline (Y).

METHOD

This research is a quantitative descriptive research with a correlational model. Descriptive is a method used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions. The approach used in this study is a quantitative approach, meaning that all information or research data is embodied in the form of numbers which are analyzed statistically and the results are described. Correlational research aims to detect the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient.

This research will be conducted at SD Negeri 003 Tanjung, Koto Kampar Hulu District, Kampar Regency, starting in the 2022/2023 school year. The research subject is where the variable is attached. The research subject is the place where the data for the research variable is obtained (Arikunto, 2010). The subjects in this study were at SD Negeri 003 Tanjung, in grade 5 with a total of 30 students.

The data collection method used by researchers in this study uses several data collection techniques that are in accordance with the problem under study, namely a questionnaire, a questionnaire is a technique or method of collecting data indirectly or the researcher does not directly ask and answer questions with respondents (Sukmadinta, 2012). This data collection method aims to obtain information about the Effect of Gadgets on Student Discipline Values. The questionnaire used is a structured questionnaire, that is, the answers submitted have been provided from closed questions.

RESULT AND DISCUSSION

Variable Descriptive Analysis of Gadget Use

Data on the gadget use variable was measured using a questionnaire with two answer choices consisting of 26 statement items which are the elaboration of 9 sub-indicators on the gadget use variable. Based on Table 3.6 the range of index values. Analysis of the gadget usage index, it can be seen that the

variable index of gadget use is 53.05%. The index value of 53.05% based on the Three Box Method criteria is in the range of 41.00 – 70.00, with moderate criteria. That is, the use of gadgets in this study has a moderate level of use. This can be shown in several sub-indicators namely: time, length of use of gadgets, communication tools, entertainment facilities, learning media, internet use, health, information sources, laziness. For the description can be explained as follows:

Table 1. Variable Index of Gadget Use Sub Indicator 1

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
1	Time	2	53,33	54,58
		3	53,33	
		4	51,66	
		5	60.00	

The indicator for the gadget usage variable consists of nine sub-indicators namely "time" which has an index value of 54.58%. The highest statement index value in the time sub-indicator was 60.00% found in statement number 5 and the lowest statement index value of 51.66% was found in statement number 4. The higher the time using gadgets in positive terms the more disciplined students are, as well conversely, the higher the time for using gadgets in negative terms, the less discipline the student will have.

Table 2. Variable Index of Gadget Use Sub Indicator 2

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
2	Length of Gadget Use	6	53,33	52,49
		7	51,66	

The second sub-indicator, namely "Gadget Use Time" has an index value of 52.49%. The highest statement index value in the Length of Gadget Use sub-indicator was 53.33% found in statement number 6 and the lowest statement index value of 51.66% was found in statement number 7. The higher the duration of gadget use in positive terms the more discipline students, and conversely the higher the length of use of gadgets in negative terms the less discipline these students have.

Table 3. Variable Index of Gadget Use Sub Indicator 3

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
3	Communication tool	8	51,66	52.07
		9	51,66	
		10	51,66	
		11	53,33	

The third indicator, namely "Communication Tools" has an index value of 52.07%. The highest statement index value in the Communication Tools sub-indicator was 53.33% in statement number 11 and the lowest statement index value of 51.66% was in statement numbers 8.9 and 10. The use of gadgets as a communication tool makes students more discipline because gadgets are used as a communication tool for students with friends, tutors, or teachers to discuss school lessons.

Table 4. Variable Index of Gadget Use Sub Indicator 4

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
4	Entertainment facility	12	55.00	53,74
		13	53,33	
		14	53,33	
		15	53,33	

The fourth sub-indicator, "Entertainment Facilities" has an index value of 53.74%. The highest statement index value in the Entertainment Facilities sub-indicator was 55.00% found in statement number 12 and the lowest statement index value of 53.33% was found in statement numbers 13.14 and 15. The use of gadgets as a means of entertainment makes students more discipline because gadgets are used to entertain themselves when bored. Like playing games, listening to music, watching videos, etc.

Table 5. Variable Index of Gadget Use Sub Indicator 5

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
5	Learning Media	16	51,66	54,10
		17	60,00	
		18	53,33	

The fifth sub-indicator, namely "Learning Media" has an index value of 54.10%. The highest statement index value in the Learning Media sub-indicator was 60.00% found in statement number 17 and the lowest statement index value of 51.66% was found in statement number 16. The use of gadgets as learning media makes students more disciplined because gadgets are used as a learning medium. Like saving lessons in pdf, power point, etc. on the gadget.

Table 6. Variable Index of Gadget Use Sub Indicator 6

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
6	Internet use	19	51,66	51,66

The sixth sub-indicator namely "Internet Use" has an index value of 51.66%. The statement index value on the Internet Use sub-indicator is 51.66% found in statement number 19. The use of gadgets in using the internet makes students less disciplined because it shows how students take advantage of internet access in their gadgets. An example is statement number 19, namely "I feel angry when my internet package runs out when doing assignments given by the teacher".

Table 7. Variable Index of Gadget Use Sub Indicator 7

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
7	Health	20	53,33	52,49
		21	51,66	

The seventh sub-indicator, "Health", has an index value of 52.49%. The highest statement index value for the Health sub-indicator was 53.33% found in statement number 20 and the lowest statement index value of 51.66% was found in statement number 21. The use of gadgets in health makes students less disciplined because more often children use Gadgets can interfere in the health aspect of students.

Table 8. Variable Index of Gadget Use Sub Indicator 8

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
8	Resources	22	51,66	53,88
		23	51,66	
		24	58,33	

The eighth sub-indicator, namely "Information Sources" has an index value of 53.88%. The highest statement index value for the Information Sources sub-indicator was 58.33% found in statement number 24 and the lowest statement index value of 51.66% was found in statements number 22 and 23. The use of gadgets as a source of information makes students more disciplined because Gadgets are used to find information related to lessons.

Table 9. Variable Index of Gadget Use Sub Indicator 9

No	Sub-Indicators	No. Items	Index value (%)	
			Statement	Sub-Indicators
9	Laziness	25	51,66	52,49
		26	53,33	

The ninth sub-indicator, namely "laziness" has an index value of 52.49%. The highest statement index value for the Laziness sub-indicator is 53.33% found in statement number 26 and the lowest statement index value of 51.66% is found in statement number 25. The use of gadgets in laziness makes students less disciplined because students use them more often student gadgets become lazy.

Discipline Character Variable Descriptive Analysis

The method for calculating the index value of the student's study habits variable is the same as calculating the index value for the variable use of gadgets. The study habits variable consists of 4 indicators consisting of 33 statements which are then tabulated. The index value of the study habits variable is calculated with the help of Microsoft Excel 2016 which is tabulated in the following table:

Based on Table 3.6 the range of index values. It can be seen that the index value of the disciplinary character variable is 54.52%. Based on the Three Box Method criteria, the index value of 54.52% is in the range 41.00 – 70.00 in the moderate category. This can be shown in several indicators, namely: Obedience to school regulations, Obedience to teaching and learning activities at school, Carrying out tasks for which they are responsible, Discipline of studying at home. For the description can be explained as follows:

Table 10. Discipline Variable Index Indicator 1

No	Indicator	No. Items	Index value (%)	
			Statement	Indicator
1	Obedience to school rules	1	51,66	52,28
		2	53,33	
		3	53,33	
		4	51,66	
		5	51,66	
		6	51,66	
		7	51,66	
		8	53,33	

The indicators on the disciplinary character variable consist of four indicators, namely "Obedience to school rules" has an index value of 52.28%. The highest statement index value on the Obedience to school regulations indicator is 53.33% found in statement number 2,3,8 and the lowest statement index value is 51.66% found in statement number 1,4,8.

Table 11. Discipline Variable Index Indicator 2

No	Indicator	No. Items	Index value (%)	
			Statement	Indicator
2	Obedience to teaching and learning activities in schools.	9	51,66	52,16
		10	53,33	
		11	53,33	
		12	51,66	
		13	53,33	
		14	51,66	
		15	51,66	
		16	51,66	
		17	51,66	
		18	51,66	

The second indicator, namely "Obedience to teaching and learning activities in schools" has an index value of 52.16%. The highest statement index value on the Obedience indicator of teaching and learning activities in schools is 53.33% found in statement numbers 10,11,13 and the lowest statement index value is 51.66% found in statement numbers 9,12,14, 15,16,17,18.

Table 12. Discipline Variable Index Indicator 3

No	Indicator	No. Items	Index value (%)	
			Statement	Indicator
3	Carry out the tasks that are his responsibility.	19	53,33	52,70
		20	53,33	
		21	53,33	
		22	53,33	
		23	51,66	
		24	51,66	
		25	51,66	
		26	53,33	

The third indicator, namely "Carry out the tasks that are their responsibility" has an index value of 52.70%. The statement index value on the indicator Carrying out the tasks that are his responsibility is the highest at 53.33% found in statement number 19,20,21,22,26 and the lowest statement index value is 51.66% found in statement number 23 ,24,25.

Table 13. Discipline Variable Index Indicator 4

No	Indicator	No. Items	Index value (%)	
			Statement	Indicator
4	Home study discipline.	27	51,66	60,94
		28	51,66	
		29	53,33	
		30	53,33	
		31	53,33	
		32	51,66	
		33	53,33	

The fourth indicator, namely "Discipline of studying at home" has an index value of 60.94%. The highest statement index value for the Home Study Discipline indicator is 53.33% found in statement numbers 29,30,31,33 and the lowest statement index value is 51.66% found in statement numbers 27,28,32. Based on a comparison of the index values of gadget use and discipline, it can be seen that the gadget use variable has a smaller index value of 53.05%, while the student discipline variable has an index of 54.52%.

The Influence of Gadgets on Student Discipline at SDN 003 Tanjung

Based on the results of data analysis, to prove the hypothesis in this study, namely "There is a significant influence between gadgets on the discipline of fifth grade elementary school students, the researcher tested the hypothesis using a simple linear regression analysis as follows:

Table 14. Simple Linear Regression Test ResultsANOVA b

ANOVAa						
Model		Sum of Squares	Df	MeanSquare	F	Sig.
1	Regression	692,246	1	692,246	98,280	.000b
	residual	197,221	28	7,044		
	Total	889,467	29			

a. Dependent Variable: Discipline

b. Predictors: (Constant), Gadgets

From the table above it is found that the F count is 98.280 and the F table is 4.20 with a significance value of $0.000 < 0.05$ the regression test can be used to predict the effect of gadgets on the disciplinary character of grade V elementary school students. It can be concluded that $f \text{ count} > f \text{ table}$ namely $98.280 > 4.20$, then H_1 is accepted and H_0 is rejected, that is, there is a significant influence between gadgets (X) on discipline (Y) of fifth grade elementary school students.

CONCLUSION

Based on the results of data analysis, it can be concluded that the use of gadgets has an influence on the discipline of fifth grade students at SDN 003 Tanjung. It can be seen from the results of the simple linear regression test that the calculated F is 98.280 and the F table is 4.20 with a significance value of $0.000 < 0.05$. The regression test can be used to predict the effect of gadgets on the discipline of fifth grade elementary school students. This means that $f \text{ count} > f \text{ table}$, namely $98.280 > 4.20$, then H_1 is accepted and H_0 is rejected, that is, there is a significant influence between gadgets (X) on discipline (Y) of fifth grade elementary school students. With a coefficient of determination of 77.8% the use of gadgets for fifth grade students at SDN 003 Tanjung affect student discipline.

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