

Analysis of Gadget Utilization in Learning at SDN 09 Buatan Baru

Ahmad Saefudin ^{a,1,*}, Munjiatun ^{b,2}

^{a,b,c} Elementary School Teacher Education, Faculty of Teacher Training and Education Riau University, Pekanbaru, Indonesia

¹ Ahmad.saefudin@student.unri.ac.id *; ² munjiatun@lecturer.unri.ac.id

* Corresponding Author

Received : 2 June 2022

Revised : 15 June 2022

Accepted : 25 June 2022

ABSTRACT: The research with the title "Analysis of Gadget Utilization in Learning at SDN 09 Buatan Baru" is a research using descriptive qualitative research methods. The purpose of this study was to describe the use of gadgets by teachers in learning activities. This research was carried out starting from the curiosity of researchers about how teachers use gadgets in face-to-face learning in schools. In conducting the research, data was collected using three techniques, namely interviews, observation, and documentation with data analysis techniques, which is data reduction, data display, and conclusion/verification. From interviews data, observations and documentation, it is known that teachers at SDN 09 Buatan Baru use gadgets in learning as search engines, learning media and communication media.

Keywords: gadget utilization, learning.

Citation:

Saefudin, A., Munjiatun, M. (2022). Analisis of Gadget Utilization in Learning at SDN 09 Buatan Baru. *EduTech: Education Technology Journal*, 1 (1), Page. 1-6.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

Technology continues to develop from time to time in all fields, including the field of information and communication (ICT) (Rahmat Nur, Fatimah Azis, Yuli Apriati 2021). One of these ICT developments is smartphones. Smartphones have the general function of mobile devices, smartphones are also equipped with an operating system like a computer and have various functions such as a pocket camera, document reader, GPS, media player, internet, and several other functions. This is the advantage as well as the difference between smartphones and mobile phones (Ismanto, Novalia and Herlandy 2017), while in Indonesia alone 66.3% of the 261 million people have smartphones, this data is based on a survey conducted by the Ministry of Communication and Information in 2017. Ownership Smartphones also vary from children, teenagers, to the elderly (Kominfo 2017). The functions possessed by smartphones make smartphones considered to be owned to support activities in this modern era of the 21st century.

From the point of view of education, technological advances, especially smartphones, open up opportunities to increase public knowledge by utilizing the features of smartphones. The ease of obtaining and sharing information via smartphones (Anggraini 2019) is a solution for the limitations of teaching staff as well as learning materials obtained in education. The benefits of smartphones that can be used to assist learning activities include e-learning (electronic-based learning services), e-books (digital books), learning media (Erni Mariana, Novita, Kusuma Wardany, Reni Permata Sari 2021), search sites, learning applications, etc.

Maknuni (2020) stated that smartphones have a fairly active role in the learning process, especially in the era of the covid 19 pandemic. Smartphones function as information centers, communication channels between students and teachers, as well as media to find additional references. As Verawati (2019) mentions, the programs offered on smartphones are very helpful in learning activities. The benefits of this smartphone are for the use of e-books, as well as education-based applications.

Considering the many benefits of gadgets in learning, the researchers asked about the actual level and use of gadgets in learning in schools by teachers. For this reason, the researcher decided to conduct research on this subject by taking the title of research on the use of gadgets in learning at SDN 09 Buatan Baru.

METHOD

This study uses a descriptive qualitative method (Sudaryono 2017) with data analysis stages using the Miles and Huberman stages in (Sugiyono 2019) namely data reduction (data reduction / summarizing the main things), data display (presenting data / presenting data into patterns), conclusion / verification (drawing conclusions / verification for easy understanding). This study was conducted with the aim of describing the use of gadgets by teachers at SDN 09 Artificial Baru. Collecting data using three methods, namely the method of observation, interviews and documentation. The research sample is three homeroom teachers who are homeroom teachers for grades 4, 5 and 6 at SDN 09 Artificial Baru. Meanwhile, the data collection instrument used an observation guide and an interview guide.

RESULT AND DISCUSSION

Interview Results & Observation Results

From the interviews conducted, the data obtained from the interviews are shown in table 1 as follows:

Tabel 1 Interview data

NO	Question Topic	Respondent's Answer		
		Respondent 1	Respondent 2	Respondent 3
1	Gadget utilization in the learning process	as a learning media, such as playing folk songs.	the use of gadgets is more adapted to the needs of teaching materials	used when new material or terms are found that are not known and are not found in textbooks.
2	Gadget utilization for communication purposes	providing additional material to better assist students in learning. Questions and answers outside the classroom, practice videos are delivered through this group. Parents can also give permission for the child's absence	Submission of information such as school events, holidays, practical assignments, exam schedules, sharing additional student materials, such as e-books, video materials, sometimes students also ask for assignments	All information, be it notifications, materials, learning videos, questions and answers, using or through groups.
3	Gadget utilization for assignment purposes	the teacher gives it (assignments) in direct learning (face to face).	When it comes to giving student assignments, the teacher gives assignments no longer through devices.	Assignments are given in direct learning, both exercises and homework.
4	Gadget utilization for learning media purposes	device to find examples. I usually look for this example through videos, articles or PPT materials	just follow the book, examples of material are easy to find on the internet	provide examples in the form of blogs, videos and pictures
5	Gadget utilization for evaluation purposes	processing student value data using K13, and the teacher processing it using a laptop.	assessment uses the K13 application, usually I use a laptop	student assessment has used the K13 method. processing is assisted using an assessment application. data processing using a laptop

From the observation data, the data obtained from the observations are shown in table 2 as follows:

Tabel 2 Observation data presentation

NO	Topik Observasi	Keterangan Hasil Observasi pada Responden		
		Responden 1	Responden 2	Responden 3
1	Gadget as E-learning Dan Ebook	Teachers do not use e-learning methods in learning and do not use e-books as a complete material book, but still utilize the functions that exist on the device for the purposes of learning media in the classroom.	Teachers do not use e-learning methods in learning and do not use e-books as a complete material book, but still utilize the functions that exist on the device for the purposes of learning media in the classroom.	Teachers do not use e-learning methods in learning and do not use e-books as a complete material book, but still utilize the functions that exist on the device for the purposes of learning media in the classroom.
2	Gadget as a medium of communication and social networking	Teachers use gadgets as a communication tool between teachers and students via the Whatsapp application, for class coordination purposes, as well as discussions and sharing additional subject matter	Teachers use gadgets as a communication tool between teachers and students via the Whatsapp application, for class coordination purposes, as well as discussions and sharing additional subject matter	Teachers use gadgets as a communication tool between teachers and students via the Whatsapp application, for class coordination purposes, as well as discussions and sharing additional subject matter
3	Gadget as E-learning for assignment	The teacher does not use gadget/media as a medium or tool for the purpose of giving assignments, the teacher gives assignments to students directly during face-to-face learning	The teacher does not use gadget media as a medium or tool for the purpose of giving assignments, the teacher gives assignments to students directly during face-to-face learning	The teacher does not use gadget media as a medium or tool for the purpose of giving assignments, the teacher gives assignments to students directly during face-to-face learning
4	Using the gadget as a search engine	Researchers cannot make observations on this topic because teachers use gadgets as search engines outside of learning activities	Researchers cannot make observations on this topic because teachers use gadgets as search engines outside of learning activities	Researchers cannot make observations on this topic because teachers use gadgets as search engines outside of learning activities
5	Gadget as E-learning for assessment	Teachers do not use gadget to conduct assessment activities in learning in school	Teachers do not use gadget to conduct assessment activities in learning in school	Teachers do not use gadget to conduct assessment activities in learning in school

DISCUSSION

Analysis of Gadget Utilization as E learning

The use of gadgets as e-learning refers to the form of using technology that is available and provided in smartphones (smartphones) in non-face-to-face (online) learning, as stated by (Burnawati 2020) that smartphones can help implement technology-based learning, both web-based and online. based education, e-learning, as well as mobile learning. In this study, the implementation of the research was carried out at SDN 09 Artificial Baru where the implementation of learning was carried out face-to-face (offline). With this fact, the use of devices as e-learning becomes less relevant for use in face-to-face learning. The use of gadgets as e-learning in face-to-face learning is carried out by adjusting to the needs and teaching materials. This is also supported by a statement from respondent 2 that the use of gadgets in the teaching and learning process had been carried out before during the Covid 19 pandemic. Respondent 3 also stated that he no longer used devices in face-to-face learning either for complete learning purposes or for giving purposes. assignments to students.

The use of gadgets in face-to-face learning tends to be used as media and supporting and supporting tools in learning. Lestari (2018) also stated that technology in education is used to support learning. The use of devices is different between each respondent. Respondent 1 stated that he used gadgets as a learning medium, while respondents 2 and 3 stated that he tended to use gadgets as a medium to share information about additional subject matter for students outside of face-to-face learning.

The statements of respondents 1,2 and 3 are also in line with Rogozin (2012) which states that "using smartphones as learning media provides deeper learning opportunities for students"

Similarly, for the purpose of giving assignments at school and students' homework, the use of gadgets is more intended as a support and a tool for communication purposes for students to contact the teacher when they find difficulties in doing assignments at home. Respondent 1 stated that giving assignments through gadgets had been carried out during the COVID-19 pandemic, he said, "Previously, giving assignments using gadgets during the COVID-19 pandemic did not allow face-to-face learning." Respondent 1's statement is also in line with the findings of Nurul Pratiwi Nofa (2021) who also stated that the use of gadgets as online learning media (e learning) is very suitable for use during the pandemic. Meanwhile, the learning assessment is carried out using a laptop (PC). This is because the value input method will be easier if the processing uses the help of an application that can be found on a laptop. In addition, laptops are a better alternative choice because of the large screen display size. In addition, respondent 1 also said that one of the reasons why teachers use laptops in processing student grades is that the teacher only knows that the operation of the application can only use a laptop.

Analysis of gadget Utilization as an E Book

The use of devices as e-books refers to the use of devices to open files in the form of digital books for use in learning. In this study, the use of gadgets for this function was not used by the teacher as a whole. The absence of the use of devices as e-books in learning is also caused by the reality in learning in schools where learning is no longer carried out online (online) but has been carried out directly (face-to-face) so that the use of devices as e-books is less relevant in face-to-face learning. advance. In addition, students are also not allowed to bring gadgets into the school environment, respondent 1 says "students are not allowed to bring gadgets when learning is carried out face-to-face" from the statement of respondent 1, it can also be understood why electronic-based learning cannot be applied to learning face-to-face as mentioned by Maknuni (2020) 'The presence of smartphones as a media to support the learning process is very much needed for the implementation of the system (e-learning systems including ebooks)".

From the explanation above, it is concluded that teachers do not use devices as e-books in face-to-face learning at this time, but are used when the Covid 19 pandemic is sweeping the world. This is because the use of devices as e-books is not appropriate and suitable to be applied in face-to-face learning. In addition, the prohibition on the use of smartphones by students in class makes the use of devices for the full function of e-books increasingly difficult to do. The use of e-books is also considered less effective for face-to-face learning when compared to the use of printed books.

Analysis of Gadget Utilization as a Search Engine

The use of gadgets as search engines refers to the use of gadgets by teachers to run browser applications (search applications) to access search engines (search engines) such as Google, Yahoo and other search platforms that are often used by the wider community. As mentioned in the discussion in the previous subsection, the use of gadgets is more of a support and support in learning, gadgets are not only used to access and open digital book files but are also used to access and open other files in the form of images, sounds, and motion pictures. (video). this is also in line with the findings of Siti sofiah in (Shofiah 2020) which explains the same thing regarding the use of gadgets by students and teachers in learning as a medium to find material and reference material (science).

Based on the recap data of interviews with respondents, the use of gadgets by teachers is carried out for several purposes such as for the purposes of finding examples and learning media as stated by respondent 1 "using a device to look for examples", respondent 2 provides details of a more specific type, namely he uses a device. to look for material in the form of videos as he stated in the interview "For the media it is more in the form of videos". Meanwhile, respondent 3 mentioned more varied types of digital data as their search preferences, namely blogs, videos and images as he mentioned in his interview "usually we give examples in the form of blogs, videos and images".

Based on the explanation of the data above and from the result data in the previous sub-chapter, it can be concluded that the use of gadgets as search engines has been used properly according to the needs of each teacher. The use of the device as a search engine is used to search for examples, learning media, materials such as videos, blogs, and also images.

Analysis of gadget utilization as Communication Media and Social Networks

From the presentation of the result data on the topic of using gadgets for communication purposes, all respondents stated that teacher-student communication uses the class WhatsApp group, this is in accordance with the Aslamiyah statement about the use of WhatsApp to help learning performance (Aslammiyah 2021). Respondent 1 stated that the group was used for delivering information, delivering learning materials, and also including submitting permission for student absence. Respondent 1 also mentioned that parents also took part in the use of this messaging group. The existence of the Whatsapp group was also used by respondent 1 for the purpose of asking questions about material with students, he mentioned "the use of other devices such as questions and answers or additional material through the class WA group". Respondent 2 also voiced a similar statement, he said that he "shared additional student materials, such as e-books, video materials, sometimes students also asked for assignments through this group". He also mentioned "our communication uses a whatsapp group. Information such as school events, holidays, practical assignments, exam schedules". Respondent 3 stated that gadgets are used to provide information, be it notifications, additional material, video material, and also media for discussions between teachers and students.

From the data in the discussion mentioned above, it is concluded that teachers use gadgets for media and social networking. This is based on respondents' answers in the form of group message activities in which it is used for the delivery of additional material, information delivery, teacher and student questions and answers, permission etc. using group messages. The same thing is also found in Syahpitri (2021) "smartphones as a medium for communicating between students or students and teachers"

From the analysis of the use of gadget as e-learning, e-books, search engines, and as communication media, it is known that teachers only use devices as communication media and social networks between students and teachers, as search engines, and as learning media. Meanwhile, the use of gadgets as e-learning and e-books is not used by teachers in learning because the use of devices as e-learning and e-books as a whole is no longer relevant to be applied to direct learning or face-to-face learning and is constrained by school regulations that prohibit the use of devices by students in the school environment.

CONCLUSION

Based on the research data from the analysis of the use of gadgets in learning at SDN 09 Buatan Baru, the researchers concluded that several forms and ways for teachers to use gadgets in face-to-face learning in the classroom were that the device was used as a search engine to search for materials, literature, and media in learning, as well as gadgets. used as a medium of communication and social networking between teachers and students for the purposes of asking questions about learning, permission to attend, and providing additional material.

REFERENCE

- Anggraini, Eka Novia. "Dampak Penggunaan Teknologi Informasi Berbasis Android (Smartphone) Di Kalangan Peserta Didik." *Jurnal Prodi MPI: Idaaratul'Ulum*, 2019: 205 - 217.
- Aslammiyah, Suwibatul. *Smartphone sebagai Media Pembelajaran Siswa Sekolah Dasar Desa Tlobo*. Skripsi, Surakarta: Universitas Muhammadiyah Surakarta, 2021.
- Burnawati, Rahmi. *Pengembangan Aplikasi Mobile Learning pada Mata Pelajaran Bimbingan Teknologi Informasi Komunikasi (BTIK) di SMAN 3 Bukittinggi*. Skripsi, Bukittinggi: Institiut Agama Islam negeri (IAIN), 2020.
- Erni Mariana, Novita, Kusuma Wardany, Reni Permata Sari. "Pelatihan Pemanfaatan Smartphone Android Sebagai Media Pembelajaran." *Indonesia Berdaya*, 2021: 121-126.
- Ismanto, Edi, Melly Novalia, dan Pratama Benny Herlandy. "Pemanfaatan Smartphone Android sebagai Media Pembelajaran bagi Guru SMA Negeri 2 Kota Pekanbaru." *Untuk Mu Negeri*, 2017: Vol.1 No.1.

- Kominfo. Survey Penggunaan TIK 2017 serta Implikasinya terhadap Aspek Budaya Sosial Masyarakat. Jakarta: Pusat Penelitian dan Pengembangan Aplikasi Informatika dan Informasi dan Komunikasi Publik, 2017.
- Lestari, Sulasri. "Peran Teknologi dalam Pendidikan Di Era Globalisasi." *Edureligia (Jurnal Pendidikan Agama Islam)*, 2018: 94-100.
- Maknuni, Jauharil. "Pengaruh Media Belajar Smartphone Terhadap Belajar Siswa Di Era Pandemi Covid-19." *Indonesian Education Administration and Leadership Journal (IDEAL)*, 2020: 94-106.
- Nofa, Nurul Pratiwi. *Penggunaan Smartphone Sebagai Media Pembelajaran Daring Di Masa Pandemi Covid19*. Skripsi, Jakarta: Institut Ilmu Al Wur'an (IIQ) Jakarta, 2021.
- Rahmat Nur, Fatimah Azis, Yuli Apriati. "Penggunaan Smartphone Sebagai Sumber Belajar Anak Pada Masa Covid-19 Di Komplek Bulakindo Kota Banjarmasin." *Aksiologi: Jurnal Pendidikan dan Ilmu Sosial*, 2021: 83-90.
- Rogozin. "Physics Learning Isntrument of XXI Century." *Proceedings of The World Conference on Physics Education*. 2012. 913.
- Shofiah, Siti. *Pemanfaatan Smartphone sebagai Sumber Belajar Mata Pelajaran Pendidikan Agama Islam Siswa SMKN 1 Kotawaringin Lama*. Skripsi, Palangkaraya: Institut Agama Islam Negeri Palangkaraya, 2020.
- Sudaryono. *Metodologi Penelitian Kuantitatif, Kualitatif, dan Mix Method Edisi Kedua*. Depok: PT. Rajagrafindo Persada, 2017.
- Sugiyono. *Metode Penelitian & Pengembangan Research and Development*. Bandung: Alfabeta, 2019.
- Syahpitri, Suci Amelia. *Analisis Pemanfaatan Smartphon Sebagai Media Pembelajaran Biologi pada Masa PandemiI Covid-19 di SMA Negeri 6 Medan*. Skripsi, Medan: Universitas Islam Negeri Sumatera Utara 2021.
- Verawati, Enny Comalasari. "Pemanfaatan Android dalam Dunia Pendidikan." *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 2019.