

Gadget Use Habit by Primary School Students in the Post-Pandemic Covid-19

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ABSTRACT

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The purpose of this study is to examine elementary school students use of electronics following the Covid-19 epidemic. The descriptive quantitative research approach was applied. Questionnaires were provided to primary school children to collect data. The study was conducted in Tanjung Mulia Village, using 20 elementary school students as participants, and a sample technique called Simple Random sample was used. The data collecting approach used in this study is a closed questionnaire. The instrument is used by respondents through picking alternative answers that match their view or decision. In this study, descriptive data analysis is used to interpret the data gathered from questionnaires. According to the findings of the survey, the majority of elementary school students choose to use devices for amusement purposes such as playing games, viewing or listening to music, and excessively accessing social media without time limitations, rather than for study and school purposes. The use of gadgets as a source of learning and pleasure must be done with adequate supervision, such as restricting gadget usage time, managing gadget use exclusively on beneficial, educational apps, and accompanying and leading children.

1. INTRODUCTION

The COVID-19 pandemic has impacted many sectors of society, including education. Due to the pandemic's rapid spread and severe health consequences, schools throughout the world were obliged to transition to remote learning to ensure the safety of children and school workers. The usage of gadgets is a problem in this setting because it has the ability to impact student behaviour and character formation. The usage of gadgets by primary school pupils during the post-pandemic period is one of the most concerning aspects.

The Covid-19 pandemic is an infectious illness caused by a coronavirus that causes acute respiratory syndrome (SARS-CoV-2). This virus was found in December 2019 in Wuhan, China (Siahaan, 2020). A pandemic, as defined by the WHO (World Health Organization), is the spread of a new epidemic or illness over the globe. The Covid-19 epidemic has ravaged the whole planet over the last two years. Since the Covid-19 virus outbreak, all activities have been relocated to WFH (work from home). Face-to-face learning can be carried out if all health standards are satisfied, according to a circular from the Ministry of Education about the implementation of the face-to-face learning procedure for universities in September 2021. Meanwhile, beginning in July, all schools will begin face-to-face teaching and learning activities. This is referred to as the post-pandemic condition.

The term "post-pandemic" refers to a situation in which the entire globe is confronting a new era two years after the Covid-19 virus epidemic. Because of the pandemic condition, students must carry out teaching and learning activities remotely, tying all students to gadgets and requiring practically all learning activities and learning materials to be accessed via gadgets. As a result, the use of gadgets during the epidemic increases dramatically as compared to before the outbreak.

According to data and information sources, gadget users in Indonesia made up 142% of the population, or 371.4 million individuals out of a total population of 262 million. As a result, the population uses an average of 1.4 telephones since one person occasionally utilizes 1-2 telephones. There are 132.7 million Internet users, 106 million active social media users, and 92 million active mobile social media users among the 371.4 million mobile phone users (Mariyama, 2023). According to the Indonesian Internet Service Providers Association's (APJII) 2018 Indonesian Internet Penetration and Internet User Behavior Survey, North Sumatra has the most Internet users on Sumatra Island, with 6.3%. Lampung (3%), West Sumatra (2.6%), Riau Islands (2%), and Aceh (1.5%) are the provinces with the second highest contribution to Internet use. The Riau province was contribute internet users about 1.3%, while Bangka Belitung & South Sumatra was contribute internet user about 0.9%. the least province that contribute to internet used is Bengkulu & Jambi about 0.6%.

Elementary students have reached the maturation stage of their learning. It is considered mature age because pupils have grown in their abilities to do anything. Elementary school-aged youngsters just do not have the time for devices, especially if the gadgets include internet access. Children at this age are generally at a critical stage and are constantly eager to learn new things about the world around them, particularly the impact of adults. They frequently do what the others around them do because they believe it is the correct thing to do. As a result, primary school children' usage of electronics must be closely monitored. Parents must take an active part in overseeing and managing their children's usage of technology so that they may satisfy their personal needs while not negatively impacting their children's growth and development. This manner, children can be better protected from the potentially detrimental effects of utilizing electronics.

According to Mayenti & Sunita (2018), gadgets are technological devices that are constantly updated and make human existence more convenient. Gadgets cannot be separated from education because as gadgets get more advanced, it makes it simpler for individuals to look for information and knowledge, and even students are no longer unfamiliar with utilizing gadgets (Galingging et al. 2022). Previous study indicates that the usage of devices by primary school pupils might have beneficial or negative effects depending on how smartly the item is utilized. The impacts caused by gadgets are various, including in terms of mindset, namely that they can help children regulate the frequencies in playing game, develop game strategies, and help improve children's brain abilities as long as they are under good supervision. The effects of gadgets vary, especially in terms of attitude, in that they may assist youngsters manage the frequency in playing games, build game techniques, and help increase children's cognitive talents as long as they are properly supervised. Apart from that, there are apps on devices like Google that allow users to access study materials at any time and from any location. Moreover, the video app such YouTube might be possible to kids in searching a variety of fascinating things and knowledge. It is envisaged that the varied capabilities and benefits of gadgets will serve as an alternative source for increasing the efficacy of children's learning processes. In addition to the beneficial effects of gadget use, there are negative effects associated with the advancement and sophistication of the gadgets themselves. When children use electronic devices excessively, it can harm their brains and neural tissue. Moreover, it forces children to engage with others less since they are preoccupied with devices. Children will become individuals in their comfort zone with devices, and as a result, they will have a less caring attitude toward others.

According on preliminary field observations, serious issues have emerged regarding the use of gadgets by elementary school students following the Covid-19 pandemic in Tanjung Mulia District, namely that there are many elementary school students who can already play with gadgets without parental supervision. They only hold gadgets. Consequently, students are not interest in studied, completed projects, or read books. Gadgets are meant to be used for learning, however most primary school students' gadgets are utilized for gaming, TikTok, YouTube, and non-educational content. The convenience of playing with devices renders children oblivious to their parents, schoolwork, and the environment around them. The loss of student duty, such as worship, studying, and assisting parents, is caused by a sense of lethargy created by being too busy playing with gadgets and a lack of parental monitoring of students. Despite the fact that devices may be used for remote learning, hybrid learning, and autonomous learning, excessive usage of gadgets can have a detrimental influence on children's behaviour, such as diminishing the quality of social connections and causing health issues such as weary eyes or sleep difficulties. Therefore, the role of parents in supervising and managing their children's gadget usage time is very important. Parents can help children learn to use gadgets responsibly and in balance with other activities, ensure that the content their children consume is age appropriate, and provide supervision over their children's online activities. Thus, parental involvement can help protect children from the negative impacts of excessive gadget use.

2. METHODOLOGY

According to Sugiyono (2015), research procedures are scientific approaches for acquiring data with specified aims and applications. The method of study utilized in quantitative descriptive research. According to Duli (2019), quantitative research is the activity of gathering, processing, evaluating, and presenting data based on quantity or amount that is carried out

objectively with the goal of solving a problem or testing a hypothesis to generate general principles. Quantitative descriptive study is a sort of research that uses numerical data derived from data collecting to describe variables. This study does not employ hypotheses and instead seeks to investigate and clarify a phenomena or reality. In quantitative descriptive research, survey methods are used to collect data from a large number of individuals or groups that serve as study objects. This study included 20 primary school pupils as participants. Furthermore, the sample approach utilized in this study, Simple Random sample, is a technique that is applied at random without taking into account the features and strata of the population (Sugiyono, 2018). The questionnaire approach is used to collect data in this study. The tool employed in this study is meant to offer an accurate image of primary school pupils' usage of gadgets by utilizing a Likert scale in the form of a checklist with four alternative answers.

Tabel 1. Indicator of Questionnaire Instrument

Variable	Indicator	Items	Question Items
Utilization of Gadgets	Usage Time	Gadget ownership	1
		Duration of gadget use	2, 3
		Time limits for using gadgets	4
	Use of Gadgets	Use of gadgets in the learning process	5, 6, 7, 8
		Use of gadgets to obtain information	9
	Impact of Using Gadgets	Negative impact	10, 11, 12, 13
		Positive impact	14
	Parental Habits and Settings	Supervision from parents	15
	Entertainment	Use of gadgets for entertainment	16, 17, 18, 19, 20
		Use of gadgets for communication	21
	Health	Health problems of excessive gadget use	22

3. RESULTS AND DISCUSSION

The research results (Table 2) show that the majority of elementary school students already have personal access to gadgets such as smartphones, tablets or laptops and use these gadgets whenever they have free time. Students have few time limits or rules for using electronic devices at home and often use electronic devices for more than 3 hours a day. This data shows that more than half of elementary school age children are able to use these devices individually. It is worth noting that the daily usage time reaches more than 3 hours, indicating that children are highly involved in the digital world. Children actively participate in a variety of digital activities, covering a wide range of activities that may involve education, entertainment, social interaction, etc. But surprisingly, there are no time limits or rules for using electronics at home. The absence of time limits or rules shows that elementary school children have great freedom in managing their time using gadgets. This can have positive implications in providing flexibility for learning and creative exploration, but also raises questions regarding monitoring and managing gadget use to keep it healthy and balanced. In conclusion, using gadgets in the

context of usage time requires wise management. It is important for students to have healthy time limits when using gadgets to stay productive, balanced, and maintain physical and mental health. Parents and educators have an important role in regulating and supervising students' use of gadgets to ensure appropriate and balanced use.

Tabel 2. Time of Use Aspect

Items	Percentage			
	Always	Often	Rarely	Never
I have personal access to the gadget (for example, smartphone, tablet, or laptop)	55%	25%	15%	5%
I use gadgets whenever I have free time	40%	40%	10%	10%
I have time limits or rules regarding the use of gadgets at home	15%	15%	60%	10%
I use gadgets more than 3 hours a day	50%	35%	15%	-

Tabel 3. Gadget Use Aspects

Items	Percentage			
	Always	Often	Rarely	Never
I use gadgets for learning activities outside school hours	35%	15%	45%	5%
I use gadgets to complete school assignments	25%	45%	15%	15%
By using gadgets, I can increase my knowledge	40%	30%	20%	10%
By using gadgets, I can find interesting ideas	25%	40%	25%	10%
By using gadgets, I can provide and obtain information	20%	45%	10%	25%

The results of this research (Table 3) show that students rarely use gadgets for learning activities outside school hours. However, there are several benefits that can be obtained by using gadgets in a learning context. First, using gadgets to complete school assignments can be an effective choice. Gadgets make it easier for students to find other sources of information relevant to their assignments. They can access online books, videos, or other resources that can help deepen their understanding of the topics they are studying. Apart from that, the use of gadgets also allows students to increase their knowledge in a more interactive way. With the help of educational applications or online learning platforms, students can access interesting and interactive learning materials. Students can take quizzes, participate in discussions, and even collaborate with classmates via gadgets. One other advantage is the gadget's ability to help students find interesting ideas. With access to the internet and a variety of digital resources, they can explore a variety of topics and gain inspiration. Students can watch inspiring videos, read online books, or see pictures that can stimulate student creativity. Lastly, by using gadgets, students can easily provide and obtain information. They can share assignment results with classmates or teachers. Apart from that, they can also quickly search for new information through search engines or special applications related to the topics they are interested in. In conclusion, the use of gadgets in a learning context can provide significant

benefits. However, it is important for students to use gadgets wisely and still prioritize learning activities that are more interactive and productive. Parents and educators must also provide appropriate supervision and guidance to ensure that students' gadget use remains balanced and has a positive impact.

Tabel 4. Impact of Using Gadgets Aspects

Items	Percentage			
	Always	Often	Rarely	Never
I feel dependent on gadgets in my daily life	50%	45%	5%	-
Gadgets make me lazy to study	50%	30%	15%	5%
Gadgets make my schoolwork grades decrease	45%	30%	10%	15%
I feel gadgets help improve learning abilities	25%	30%	25%	20%

The research results (Table 4) show that the majority of elementary school students feel dependent on gadgets in their daily lives. However, there are several negative impacts that can affect children's learning lives and academic achievements. First, excessive use of gadgets can make children lazy about studying. When children are too focused on gadgets, they often neglect the time they should spend studying. This can cause a decrease in motivation to learn and lack of concentration when doing school assignments. Apart from that, the use of gadgets can also cause a decrease in school assignment grades. When children are more interested in gadgets than doing assignments, they may not pay attention to their homework and the results will be less than satisfactory. This can have a negative impact on a child's academic performance. However, it cannot be denied that gadgets can also provide benefits in improving learning abilities. With access to the internet, children can search for additional information and expand their knowledge. Apart from that, there are many educational applications and programs that can help improve children's learning abilities in various subjects.

According to study conducted by Syifa et al (2019), the information was obtained showing that 10 fifth grade elementary school students who used gadgets for more than 2 hours a day experienced changes in attitudes and moral development. The students will changes in attitude when children become irritable and like to argue with their parents. Meanwhile, the impact on moral development is that children become lazy in carrying out daily activities and reduce study time due to frequent viewing of YouTube. It is important to find the right balance in gadget use. Parents and educators need to supervise and regulate their children's gadget usage time so that it does not interfere with their learning activities. Apart from that, it is also important to provide teaching about wise use of gadgets, including the importance of focusing on studying and maintaining the quality of school work. In conclusion, the use of gadgets can have positive and negative impacts on elementary school children. It is important for parents and educators to ensure that gadget use does not damage children's learning lives and helps them develop good learning skills (Handayani et al, 2021; Mabaroh & Sugianti, 2021; Rahmat et al, 2017 Stevanus & Parida, 2023; Rachman et al, 2020; Haetami, 2023; Meo et al, 2021).

Tabel 5. Parental Habits and Settings Aspects

Items	Percentage Yield			
	Always	Often	Rarely	Never
Parents are involved in monitoring or regulating my gadget usage time	5%	15%	35%	45%

The results of this study (Table 5) show variations in the level of parental involvement in supervising or regulating children's gadget usage time. Even though some students indicated involvement, many more felt that they rarely or even never received supervision or rules about when they used gadgets. Therefore, further efforts are needed to increase parents' awareness regarding the important role of supervision in managing children's use of gadgets. In addition, collaboration between parents, schools and related parties can play a key role in creating an environment that supports balanced use of gadgets and is beneficial for children's development. In conclusion, parental involvement in monitoring or regulating children's gadget usage time is very important. This is because excessive use of gadgets can have a negative impact on children's development. With parental involvement, children can learn to use gadgets responsibly and in balance with other activities. Parents can also ensure that the content their children consume is age appropriate and provide supervision over their children's online activities. Thus, parental involvement can help protect children from the negative impacts of excessive gadget use.

Tabel 6. Entertainment Aspect

Items	Percentage Yield			
	Always	Often	Rarely	Never
I use gadgets to play games	45%	40%	15%	-
I use gadgets for entertainment activities such as watching or listening to music	35%	45%	10%	10%
I use gadgets to access social media	30%	35%	25%	10%
I use gadgets to communicate with friends or family	45%	45%	10%	-
Items	Strongly agree	Agree	Disagree	Strongly disagree
My gadget has more games than learning applications	55%	25%	15%	5%
My gadget is complete with social media applications	50%	30%	15%	5%

The results of this research (Table 5) show that students often use gadgets for entertainment activities such as playing games, watching or listening to music, accessing social media, and communicating with friends or family. Students also agree that their gadgets contain more games or games than learning applications, and their gadgets are complete with social media applications. Gadgets can be used as a practical and instant means of entertainment. Just by downloading the game application on your gadget, children can easily make it fun to play games (Novrialdy, 2019). The use of gadgets in an entertainment context has several implications that need to be considered. First, playing games on gadgets can

provide entertainment and be a source of relaxation for students. However, it is important to manage gaming time so as not to interfere with their study time and maintain a balance between entertainment and academic responsibilities. Second, using gadgets to watch or listen to music can also provide enjoyable entertainment for students. They can access various music streaming platforms or watch videos on the internet. However, it is important to ensure that the content accessed is appropriate for the ages and values desired by parents and educators. Furthermore, the use of gadgets to access social media is common among students. Social media can be a means to interact with their friends, share experiences, and get the latest information. However, keep in mind that social media use can also have negative impacts, such as addiction and misuse of time. Therefore, it is important for students to use social media wisely and understand the limitations and risks. Finally, using gadgets to communicate with friends or family is important in students' daily lives. Gadgets allow them to stay connected and communicate quickly and efficiently. However, it is also important not to rely too heavily on gadgets as the only means of communication and to continue to prioritize more meaningful direct interactions. In conclusion, the use of gadgets in an entertainment context has its own benefits and challenges for students. It is important for students to use gadgets wisely, understand time constraints, and maintain a balance between entertainment and academic responsibilities. Parents and educators also need to provide appropriate guidance so that students can develop healthy habits in using gadgets for entertainment.

Tabel 6. Health Aspect

Items	Percentage			
	Always	Often	Rarely	Never
I feel that there are health problems, such as tired eyes or sleep disorders, caused by excessive use of gadgets	50%	35%	15%	-

The results of this study (Table 6) show that the majority of students report that they always experience health problems, such as tired eyes or sleep disorders, which are caused by excessive use of gadgets. Tired eyes can be detrimental to vision and sleep disturbances can hinder physical and mental growth and development. This was also stated by Anggraeni (2019), that the influence of gadgets on children causes decreased eye sharpness, dry eyes, watery eyes, headaches and even causes brain damage due to exposure to light rays from gadgets. Continuous use will cause myopia. According to Yulaihah (2018), a child's vision is influenced by their gadget usage behavior. Many factors influence a child's vision, such as parents' genetics, lying position when reading, close proximity to the monitor/screen, playing games and others. They consider gadgets to be the most important thing and they cannot control their use of gadgets. This situation causes gadget addiction and always keeping gadgets close to them even when sleeping, the light from these gadget screens can disturb sleep and cause sleep disorders. This is a serious sign and can indicate a significant negative impact on health due to uncontrolled gadget use. In conclusion, monitoring the use of gadgets needs to be carried out to prevent negative impacts on eye health and sleep. Habits such as giving your eyes regular rest, limiting screen exposure before bed, and creating a conducive sleep environment can help maintain balance and overall health. Awareness of potential risks is important to ensure healthy and sustainable use of gadgets in everyday life (Noor et al, 2020).

4. CONCLUSION

Research on the use of gadgets by elementary school students after the COVID-19 pandemic shows that there are positive and negative impacts. The use of gadgets can facilitate communication, become a learning resource, and support the distance learning process. However, the use of gadgets can also have a negative impact on the development of students' social personalities, such as making children antisocial with the surrounding environment, lazy in carrying out daily activities and reducing study time, health problems such as eye and sleep problems, and can even cause addiction if not supervised and limit usage time. Therefore, the use of gadgets by elementary school students needs to be monitored and limited so that they can provide optimal benefits.

Analysis of the use of gadgets by elementary school students after the COVID-19 pandemic includes firstly, the use of gadgets as a means of distance learning, hybrid learning, and independent learning is very useful to meet the COVID-19 pandemic situation, but care needs to be taken not to overdo it, secondly, people Parents have an important role in supervising and managing children's gadget usage time, as well as ensuring that the content consumed is appropriate to the child's age and abilities. Thirdly, the use of gadgets as a learning resource needs to be carried out with appropriate supervision, such as limiting gadget usage time, controlling gadget usage. limited to applications that are useful and educational, as well as accompanying and guiding children. Further research is needed to evaluate the impact of gadget use on children's interaction skills and health, as well as develop effective monitoring strategies. By understanding children's development and characteristics in using gadgets, we can help them operate gadgets properly and ensure that gadget use becomes a positive tool in supporting children's learning and development.

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