

## Implementation Of Gadget Use On Students' Social Behavi Or And Learning Effectiveness In Schools (Study at Arrasyadiyah Vocational School, Serang City)

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### Abstract :

*This study investigates the implementation of gadget use on social behavior and learning effectiveness of students at SMK Arrasyadiyah, Serang City. Along with the development of digital technology, the use of gadgets among students is increasingly widespread, including its use as a learning tool, entertainment, and social communication. This study aims to analyze the impact of gadget use on social behavior and learning effectiveness of students through a qualitative approach. Data collection methods include observation and in-depth interviews with students, teachers, and schools. The results of the study show a dual impact of gadget use. Positively, gadgets increase students' access to information and expand their social networks. However, negatively, excessive gadget use can reduce direct social interaction, decrease interpersonal communication skills, and disrupt focus and concentration in learning. Furthermore, this study highlights the importance of managing gadget use wisely. The role of teachers and parents is crucial in guiding students to use gadgets for academic purposes without sacrificing their social interactions. Therefore, this study recommends the development of school policies that regulate the use of gadgets in learning. This policy is expected to maximize the benefits of technology while minimizing the negative impacts on students' social and academic development. Thus, students can utilize technology optimally to support their learning process without ignoring the importance of healthy social interactions.*

**Keywords :** *Gadgets, Social Behavior, Learning Effectiveness, Education, Vocational School Students.*

### Abstrak:

Penelitian ini meneliti penerapan penggunaan gadget terhadap perilaku sosial dan efektivitas belajar siswa di SMK Arrasyadiyah, Kota Serang. Seiring dengan perkembangan teknologi digital, penggunaan gadget di kalangan siswa semakin meluas, termasuk penggunaannya sebagai alat pembelajaran, hiburan, dan komunikasi sosial. Penelitian ini bertujuan untuk menganalisis dampak penggunaan gadget terhadap perilaku sosial dan efektivitas belajar siswa melalui pendekatan kualitatif. Metode pengumpulan data meliputi observasi dan wawancara mendalam dengan siswa, guru, dan sekolah. Hasil penelitian menunjukkan dampak ganda dari penggunaan gadget. Secara positif, gadget meningkatkan akses siswa terhadap informasi dan memperluas jejaring sosial mereka. Namun, secara negatif, penggunaan gadget yang berlebihan dapat mengurangi interaksi sosial langsung, menurunkan keterampilan komunikasi interpersonal, dan mengganggu fokus dan konsentrasi dalam belajar. Lebih lanjut, penelitian ini menyoroti pentingnya mengelola penggunaan gadget dengan bijak. Peran guru dan orang tua sangat penting dalam membimbing siswa menggunakan gadget untuk tujuan akademik tanpa mengorbankan interaksi sosial mereka. Oleh karena itu, penelitian ini merekomendasikan pengembangan kebijakan sekolah yang mengatur penggunaan gadget dalam pembelajaran. Kebijakan ini diharapkan dapat memaksimalkan manfaat teknologi sekaligus meminimalisir dampak negatif terhadap perkembangan sosial dan akademik mahasiswa. Dengan demikian, siswa dapat memanfaatkan teknologi secara optimal untuk mendukung proses belajar mereka tanpa mengabaikan pentingnya interaksi sosial yang sehat.

**Kata Kunci :** Gadget, Perilaku Sosial, Efektivitas Belajar, Pendidikan, Siswa SMK.



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## INTRODUCTION

The rapid development of information technology in the digital era has brought significant changes in various aspects of life, including the world of education. One of the most visible technological innovations is the use of gadgets, such as smartphones, tablets, and laptops. These gadgets have become inseparable tools in everyday life, including among students of SMK Arrasyadiyah, Serang City. The use of gadgets at SMK Arrasyadiyah is increasingly widespread, both as a learning support tool and as a means of entertainment and social communication. This has caused changes in the way students interact with the outside world, including in terms of social relationships at school.

However, although gadgets can be very useful tools, uncontrolled use can have negative impacts. Excessive use of gadgets can reduce the quality of students' social interactions, which should be an important part of their social and emotional development. Many studies have shown that excessive use of gadgets is associated with a decrease in the quality of students' social skills, such as the ability to speak, listen, and collaborate with classmates (Dwijantie & Hoerudin, 2022). On the other hand, gadgets can also affect students' learning effectiveness, both positively and negatively. Some students can use gadgets to search for additional learning materials or take online courses, while others are distracted from learning.

In this context, the role of teachers and parents becomes very important in guiding students to use gadgets wisely. Without proper supervision, students can lose focus in learning and are more likely to spend time playing games or surfing social media. Therefore, it is important to conduct further research on the impact of gadget use on students' social behavior and learning effectiveness (Prasetyo, 2022). This study aims to explore further the influence of gadget use on these two aspects, as well as the factors that influence these impacts in the school environment.

One interesting thing to study is how gadget use affects students' social interactions. Students who use gadgets more often, especially to communicate with peers through messaging applications or social media, tend to prioritize online communication over face-to-face communication. This of course affects their ability to interact directly with classmates, which should be an important part of the social learning process in schools. Face-to-face communication plays an important role in honing students' social skills, including the ability to empathize, cooperate, and resolve conflicts.

On the other hand, targeted use of gadgets, such as in the context of learning, can have a positive impact on the effectiveness of student learning. Various educational applications and online learning platforms allow students to access a wider range of learning resources. This can improve students' understanding of the material taught in class. Gadgets also allow students to learn at their own pace, deepening their understanding outside of formal class time. However, if gadget use is uncontrolled, students can be distracted by applications that are not relevant to learning, such as games or social media, which actually reduces their attention to the lesson.

This phenomenon shows the need to regulate the use of gadgets in the context of learning in order to maximize the benefits. Students must be involved in a process that educates them about the appropriate use of technology, both for academic and social purposes. Therefore, this study focuses on two main things: the influence of gadget use on students' social behavior and how gadgets affect their learning effectiveness. By understanding these impacts, we can design more effective policies in schools to utilize technology positively. Based on this, this study will examine more deeply how gadget use affects students' social behavior and learning effectiveness at school. Through a

qualitative approach, it is hoped that this study can provide deeper insight into students' and teachers' experiences in using gadgets. In addition, this study will also identify other factors that influence the impact of gadget use, such as parental and teacher supervision, and the purpose of using the gadget itself.

## **RESEARCH METHOD**

Qualitative methods are research approaches that focus on an in-depth understanding of the phenomena being studied. Unlike quantitative methods that use more numbers and statistics, qualitative methods emphasize understanding the context, meaning, and interpretation of the data collected (Sugiyono, 2015a). In qualitative research, researchers often use observation, interview, and text analysis techniques to collect descriptive and narrative data (Sugiyono, 2015a).

Qualitative methods also give research subjects the freedom to speak openly, resulting in more in-depth and complex data. It is important to note that qualitative research does not aim to generalize results, but rather to gain a deeper understanding of the case or phenomenon being studied. Meanwhile, the qualitative approach is one approach that primarily uses a knowledge paradigm based on constructivist views such as the plural meaning of individual experience, meaning that is socially and historically constructed with the intention of developing a theory or pattern (Sugiyono, 2015b).

Data collection was conducted through in-depth interviews with students, teachers, and school officials as well as direct observation in the classroom. This allows researchers to capture social dynamics that may not be visible in quantitative research. The collected data were then analyzed descriptively to provide a clear picture of the influence of gadget use on students at SMK Arrasyadiyah.

## **FINDINGS AND DISCUSSION**

### **The Dual Impact of Gadget Use on Students' Social Behavior and Learning Effectiveness**

Based on observations and in-depth interviews conducted at SMK Arrasyadiyah Kota Serang, it was found that the use of gadgets has a dual impact on students' social behavior and learning effectiveness.

**Positive Impact:** Gadgets facilitate the improvement of students' communication skills with peers through social media and instant messaging applications. This allows students to stay connected and interact without time and distance constraints, strengthen a sense of togetherness, and open up space for broader communication.

**Negative Impact:** Students' tendency to focus more on the virtual world than the real world can reduce direct social interaction and interpersonal communication skills. Excessive use of gadgets can disrupt group dynamics in formal situations such as in class, reduce active participation in social activities, and affect the quality of interactions between students. In addition, inappropriate use of gadgets can affect the way students behave towards authorities, such as teachers and school staff, and hinder the development of social skills such as negotiating, arguing, and managing conflict directly.

**Access to Learning Resources:** Gadgets provide easy access to various learning resources and additional information outside of the material taught in class. This allows students to deepen their understanding of the material and learn independently.

**Distraction and Decreased Concentration:** Uncontrolled use of gadgets can cause distraction and decrease students' concentration in learning. Social media notifications, games, and other applications can divert students' attention from the subject matter.

**Learning Motivation:** The use of gadgets for educational purposes, such as accessing learning applications or taking online courses, can increase students' intrinsic motivation to learn. However, the use of gadgets for entertainment alone can reduce

motivation and focus on learning goals.

### **Gadget Use and Its Impact on Students' Social Behavior**

The use of gadgets among students of SMK Arrasyadiyah has a significant impact on their social behavior. One of the positive impacts felt is the increased ability to communicate with friends through social media or instant messaging applications (Syahputri & Ahmad, 2022). Gadgets allow students to interact directly without being limited by time and distance. In this case, students can maintain relationships with their friends even though they are not at school. This creates a stronger sense of togetherness and opens up space for broader communication, both in cyberspace and in everyday life.

However, the negative impacts of gadget use cannot be ignored. Many students tend to focus more on the virtual world than the real world. They are more interested in spending time on social media, playing games, or watching videos, rather than talking or interacting with friends around them (Alfala & Irfan, 2022). This behavior can lead to reduced direct communication between students, which ultimately reduces their social skills. Students who rely too much on gadgets to communicate may have difficulty in establishing direct interpersonal relationships.

In more formal social situations, such as in class or in group activities, gadget use can also disrupt group dynamics. Many students prefer to use their gadgets rather than engage in discussions or group work that is done face-to-face. This reduces their active participation in social activities in the classroom, as well as affecting the quality of interactions between students. Teachers and peers often find it difficult to encourage students who are too focused on gadgets to contribute more to existing social activities (Adwiah & Diana, 2023).

In addition, excessive use of gadgets can affect how students behave towards authorities, such as teachers and school staff. Some students tend to be less respectful of rules and discipline when gadgets are used inappropriately in class. The habit of using gadgets for things unrelated to learning can worsen disciplinary behavior at school. Some students even ignore lessons or schoolwork in order to stay connected to the virtual world, which can reduce the quality of their learning (Kurniawati, 2020). On the other hand, the use of gadgets also affects the development of students' social skills. Students who interact more often with friends through gadgets often avoid direct communication. This risks inhibiting their ability to negotiate, argue, and manage conflicts directly. Poorly trained social skills can affect their interpersonal relationships outside of school, such as in the family or in the community.

Another effect of gadget use is its impact on students' mental health. Excessive interaction in cyberspace can lead to feelings of loneliness and social isolation, even though they are connected to many online friends (Adwiah & Diana, 2023). Excessive use of gadgets can make students feel anxious and depressed, which then has an impact on their social life. Several studies have shown that dependence on gadgets can increase stress and anxiety levels in adolescents, which is also associated with reduced social relationships in the real world.

However, on the positive side, gadget use can also provide opportunities for students to expand their social networks. Thanks to platforms such as online study groups or discussion forums, students can connect with friends from other schools and even abroad. This opens up opportunities to build broader social relationships, which are not only limited to their immediate environment, but also include the global community. Therefore, although gadget use brings challenges to social behavior, it also opens up great opportunities for students' social development if used wisely.

### **Changes in Social Dynamics in the Classroom**

In the classroom, the use of gadgets has a major impact on changes in students'

social dynamics. One phenomenon that is often seen is a decrease in face-to-face interaction between students. Most students are more interested in looking at their gadget screens than talking to friends around them. In fact, when the teacher is explaining the lesson, some students are often distracted by notifications from social media applications or instant messages. This clearly reduces the opportunity for them to be involved in discussions or group activities directly.

In addition, the use of gadgets can also create inequality in the social dynamics of the class (Rini et al., 2021). Some students who are more adept at using technology tend to be more dominant in using gadgets to explore lesson materials, while other students may not have the same access or find it difficult to use the device. This inequality creates a gap between students who are accustomed to using gadgets and those who are not used to it or do not have adequate gadgets.

Sometimes, gadget use can also interfere with classroom management by teachers. Some students may feel uninterested in the lesson because they prefer to use their gadgets. This can reduce their engagement in learning, which in turn affects their social interactions with peers. In a more interactive class, where discussions or Q&A between students and teachers are expected, gadget use can be a major barrier in creating a dynamic learning atmosphere.

In some cases, students who are more connected online may feel alienated from their peers who are more interested in talking in person or engaging in physical activities. This creates a gap in friendships and can affect the quality of their relationships with classmates. For example, students who interact more through social media tend to be more comfortable communicating with their peers outside of class than interacting with them in class.

Apart from all that, gadgets also have positive and negative impacts on anyone who uses them. Especially for children who have started using gadgets in every activity (Fitriana et al., 2021). However, on the positive side, the use of gadgets can provide opportunities for students to learn independently, especially in technology-based activities. Students who tend to be less active in face-to-face discussions are often more interested in exploring learning materials digitally. They can use educational applications, e-books, or learning sites that help them understand the material more deeply. In this case, gadgets not only reduce direct social interaction but also provide opportunities for students to explore concepts that are not discussed in depth in class.

Another challenge is the greater social distractions when students use gadgets. In a classroom with many students using gadgets, the atmosphere becomes less focused and noisier, as everyone seems to be busy in their own world. This reduces the opportunity for students to work effectively in groups and decreases the quality of interactions in collaborative classroom activities.

Gadget usage can affect how teachers manage their classes. Some teachers try to implement technology-based learning, but they often find it difficult to manage gadget usage optimally. Teachers must be able to balance gadget usage with healthy social interactions in the classroom. Therefore, wise management of gadget usage in the classroom is essential to maintain the quality of existing social dynamics.

### **Gadgets as Learning Tools: Their Effectiveness in the Learning Process**

Gadgets, when used properly, can be a very effective tool in supporting the learning process of students at SMK Arrasyadiyah. Students can access various learning resources, such as e-books, learning videos, and scientific articles, which support their understanding of the subject matter (Anggraeni, 2019). In class, gadgets can be used to search for information directly related to the topic being discussed. For example, when students study material about technology, they can search for video tutorials or articles

that explain the concept in a more practical and interesting way.

In addition, the use of learning applications is also an effective alternative in improving the quality of student learning. Various applications, such as practice questions, quizzes, and simulations, allow students to hone their skills independently. The use of gadgets supported by these applications provides an opportunity for students to learn interactively and enjoyably, which can increase their motivation to study harder.

However, the effectiveness of using gadgets as a learning tool depends heavily on how students use them. When students only use gadgets to surf the internet, play games, or watch videos that are not related to lessons, then the gadget loses its function as a learning tool. Therefore, it is important for students to be directed and taught how to use gadgets wisely for educational purposes (Aringtin *et al.*, 2024).

Not only that, proper supervision from teachers is also very necessary to maximize the use of gadgets in the learning process. Teachers must ensure that the use of gadgets is carried out with clear and directed goals. Students who are given the freedom to use gadgets without adequate supervision often lose focus and ultimately cannot utilize the device optimally for educational purposes.

Another disadvantage of using gadgets is the potential for distractions caused by notifications or applications that are not related to learning. However, using gadgets solely for entertainment can reduce motivation and focus on learning goals. When students receive messages or notifications from social media or other applications, their attention is often diverted from the ongoing lesson. This can reduce the quality of the learning process and affect the results achieved by students in the long term.

However, if used wisely, gadgets can enrich students' learning experiences by providing access to a variety of learning resources that are not accessible in traditional ways. Students who are able to use gadgets wisely will have the opportunity to learn more and more deeply, which can ultimately improve the quality of their learning. Therefore, the use of gadgets in learning needs to be supported by clear regulations and effective supervision (Ani Sofian, 2024).

Overall, the use of gadgets as a learning tool has great potential to improve the quality of education, but this requires wise management from both students and teachers. In this case, schools must establish clear policies on how gadgets can be used in the learning process to ensure their effectiveness and minimize possible disruptions.

## **CONCLUSION**

Based on the results of research on the implementation of gadget use on social behavior and learning effectiveness of students at SMK Arrasyadiyah, Serang City, it can be concluded that gadget use has a significant impact, both positive and negative, on both aspects. In terms of social behavior, gadget use provides an opportunity for students to stay connected and interact with their friends through social media, but also reduces direct interaction in the classroom. Students tend to focus more on the virtual world than communicating directly with peers, which can affect their social skills, especially in collaborating or negotiating directly. This can create a gap in social relationships between students, both inside and outside the classroom. Excessive gadget use also has the potential to increase social isolation and mental health problems, such as anxiety and stress.

In terms of social dynamics in the classroom, although gadgets can increase access to information and enrich the learning process, dependence on gadgets can interfere with students' engagement in class social activities. Some students are more interested in using gadgets for non-learning activities, which affects their participation in discussions and group work. This has the potential to reduce the quality of social interactions in collaborative learning. From the perspective of learning effectiveness,

gadgets offer many positive potentials. Their proper use can help students access learning materials, educational applications, and other learning resources that can improve their understanding. However, if not used wisely, gadgets can also be a distraction that disrupts students' focus during learning. The role of teachers is very important in ensuring that gadgets are used in accordance with learning objectives and can optimize student learning outcomes. Overall, although the use of gadgets can provide benefits in improving learning and expanding students' social networks, uncontrolled use of gadgets can reduce the quality of social interactions and the learning process. Therefore, it is important for schools, teachers, and students to set clear and wise rules in the use of gadgets. Efforts are needed to direct students to use gadgets effectively, both in supporting learning and in maintaining a healthy balance of social interactions in the real world.

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