ANALYSIS OF STUDENTS' NEW HABITS IN THE USE OF GADGETS POST-PANDEMIC IN STUDENTS OF SD MUHAMMADIYAH CIPETE CLASS 5C

Sahri Nur Hasan[1], Sriyanto[2]

[1,2] Elementary School Teacher Education Study Program Faculty of Teacher Training and Education
Universitas Muhammadiyah Purwokerto
Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas Regency,Central Java. 53182
Email: Sahrinurhasan7@gmail.com

Abstract: Learning during the pandemic has undergone various changes, starting with implementing online learning and using gadgets as learning media. Students are required to use gadgets in their learning, which has resulted in the development of new habits among students in using gadgets. This study aims to determine the new habits of students in using gadgets after the pandemic. This research is qualitative research with a descriptive method. The data collection techniques used in this study were observation and interviews. The instruments used in this research were observation guidelines and interview guidelines. Data analysis was conducted through data reduction, data presentation, and drawing conclusions. This study found an increase in new habits among students in using gadgets after the pandemic, and students not only use gadgets for learning but also for non-learning purposes. These new habits are also influenced by several factors: 1) goals and motivation, 2) a supportive environment, and 3) self-identity concepts.

Keywords: gadget usage, habits, post-pandemic

INTRODUCTION

Education plays a vital role in the development of a country. In addition to providing knowledge and skills, education also shapes an individual's character and values. In Indonesia, the importance of education is recognized and regulated in various laws, including in Article 31, paragraph 1 of the 1945 Constitution, which states, "Every citizen has the right to education". This confirms that every individual has the right to a decent and quality educational opportunity, then the National Education System Law No. 20 of 2003. (Presiden Republik Indonesia, 2003), This law sets out the purpose of national education to improve the quality of Indonesia's human resources so that they can actively participate in the nation's development.

In early 2020, the world faced a COVID-19 pandemic that disrupted various sectors of life, including education. The government implemented a large-scale social restriction policy to mitigate the spread of the virus. The limitation of in-person meetings has caused

caused teaching and learning activities that were initially carried out at school to be carried out at home online (Dewi, 2020). Distance learning requires students to use gadgets as the main tool in the learning process. This change has significant implications for students' increasing habit of using gadgets. Based on research conducted by BPS (Central Bureau of Statistics) (2023) mentioned, the percentage of gadget users in Indonesia in 2022 reached 67.88 percent of the entire population in Indonesia, an increase compared to 2021, which was recorded at 65.87 percent.

At the beginning of 2022, offline learning is again carried out on a limited basis in accordance with the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 03/KB/2021, Number 348 of 2021, Number HK.01.08/MENKES/4242/2021 and Number 440-717 of 2021 concerning Guidelines for the Implementation of Learning during the Pandemic (2021). Mitro (2022) mentioned that in the third point of the decree, it was emphasized that the implementation of limited offline learning in educational units would be carried out in two stages. The first stage is a two-month transition period from the start of limited face-to-face learning in education units. The second stage is the new normal period, which begins after the transition period is over, in which limited face-to-face learning will enter the stage. Limited face-to-face learning is carried out in accordance with the health protocols mentioned in the Joint Decree. Then full offline learning is implemented in the 2022/2023 academic year.

In the initial observation, Students were not required to use gadgets because offline learning was already in effect. The use of gadgets by students is also closely related to the assistance provided by the student's parents. This relates to the beginning of the use of gadgets by students during the pandemic for distance learning carried out at home accompanied by each student's parents.

A deeper understanding of students' new habits in using devices, especially in the post-pandemic period, is very important in the educational context. By paying attention to these habits, educational institutions can design effective strategies for utilizing devices as optimal learning tools. Student parents can also provide appropriate assistance to students' use of gadgets.

However, students' habits of using gadgets in the post-pandemic period have not been clearly illustrated. So this study aims to analyze the use of gadgets by students so that it can be seen how students' new habits of using gadgets in post-pandemic.

RESEARCH METHODS

This research uses a qualitative approach, which was chosen because researchers want to describe an event and phenomenon that occurs, in this case, namely students' new habits in using gadgets after the pandemic. This research also uses a case study type of research, which the researcher chose because it can explore more the research subject. This study used as research subjects the teacher of class 5C, three students of class 5C, and the parents of the three students, which was held at SD Muhammadiyah Cipete Jl. Desa Cipete No.9, Cipete, Cilongok, Banyumas Regency, Central Java.

Data collection techniques in this study used interview and observation techniques, using observation guidelines and interview guidelines as instruments. Observations were made directly by observing the learning process during the post-pandemic period and seeing how students' habits in using gadgets. Interview respondents in this study were the teacher of class 5C at SD Muhammadiyah Cipete, three students of class 5C of SD Muhammadiyah Cipete, and each student's parents of the three students. Interviews were conducted at SD Muhammadiyah Cipete and at the homes of each students. To analyze the results of this study, researchers used data analysis techniques, namely data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994). The process is carried out simultaneously, not sequentially one by one, but can be done as needed. This means the process can be carried out without regard to any particular order. For example, data reduction can be done again without the need to collect data from scratch but by using data that has been collected previously.

This research uses source triangulation validation techniques to ensure the validity of the data obtained. Source triangulation is done by testing the data results from one source using three different methods: interviews, observation, and documentation. This aims to verify the accuracy and validity of the data obtained. By taking these steps, researchers can ensure the data is valid and reliable. In other words, the data is the final result in accordance with the research objectives, so it can be said to be valid data.

RESULT AND DISCUSSION

1.   Gadgets usage by Students During the Pandemic

Based on research, the use of post-pandemic gadgets by students of SD Muhammadiyah Cipete class 5C has undergone many changes. In early 2020, the world experienced a pandemic caused by the spread of the deadly Novel Coronavirus (SARS-Cov-2) (World Health Organization, 2020). The Corona Virus Disease (COVID-19) outbreak is a new disease that has never been detected before in human individuals. Common symptoms of COVID-19 infection include acute respiratory symptoms such as fever, cough, and difficulty breathing. The average incubation period of this disease is 5-6 days, with the longest incubation period reaching 14 days. (Isbandiyah, et al., 2020). The Covid-19 pandemic requires the implementation of distance learning, which is difficult because it differs from face-to-face learning. The most basic difference is that students cannot interact directly with teachers or other students. (Teguh, 2015). Students must use gadgets to avoid direct interaction with teachers or other students. This was explained by the 5C teacher, who stated, "The Covid-19 pandemic has forced us to use gadgets as a medium for distance learning, as well as students who are required to use gadgets". Gadgets are electronic devices or instruments that have practical purposes and help people in their work. (Iswidharmanjaya, 2014). According to Hana Pebriana (2017) states, "Gadgets are small electronic devices that have special functions. Among them are smartphones (cellphones) such as iPhone and Blackberry, and netbooks (a combination of portable computers such as notebooks and the internet)". Gadgets make people's communication functions easier. Now, the communication function is growing with the emergence of gadgets.

The change in learning from the classroom to distance learning at home is well understood and accepted by the parents of students, even though this learning requires gadgets as additional tools or media to support online distance learning. The parents of Serwin, namely Mrs. Desi, stated, "At the beginning of the pandemic, it was a holiday for two weeks, but after that, the learning continued with online learning using a cellphone, and we provided the cellphone for children's learning." Anik's parent Mrs. Aminah, also stated, "From the beginning of online learning, we provided cellphones for learning and doing assignments. Because of the pandemic, even though using a cellphone is okay, the

important thing is that there is still learning". Online learning through the Zoom and WhatsApp applications is routinely carried out daily. The teacher of 5C stated, "We carry out distance learning using the Zoom and WhatsApp applications. The Zoom application is only a few times because there are signal constraints, but what we routinely use is WhatsApp because it is more effective." this is in line with (Cetinkaya, 2017) which states that WhatsApp can be used as an effective learning tool in education and has a positive influence.

2. Gadgets Usage by Students in Post-Pandemic

The post-Covid-19 pandemic began after the Delta Variant began to shrink from Indonesia and the education sector had reintroduced face-to-face learning. Online learning that has been carried out for about two years has made students accustomed to using gadgets. This was confirmed by the parents of Azan, namely Mrs. Intan, who stated, "Azan has become accustomed to using cellphones, starting from being used to do assignments, now it is mostly used to watch Youtube videos and play games.". This habit becomes a routine habit, as mentioned by Charles Duhigg, an author and journalist who studied habits in his book entitled "The Power of Habit: Why We Do What We Do in Life and Business" (2012) that one form of habit is a routine habit which includes daily habits that are done without much thought or awareness.

The use of gadgets in this case can be grouped into two parts.

a. Gadgets Usage for Learning

The use of gadgets for learning started long before the Covid-19 pandemic. This is because gadgets can support learning that is interesting and not boring (Hadisaputra, Gunawan, & Yustiqvar, 2019). With gadgets, broad information is available and can be searched easily worldwide (Julkifliati, Gunayasa, & Dewi, 2022).

b. Gadgets Usage for Non-Learning

The use of gadgets outside of learning includes various things, one of which is for social networking with applications such as; Facebook, Instagram, Whatsapp, TikTok, etc. Also, play games like Free Fire, PUBG, Mobile Legend, Roblox, etc. Gadgets are also used as entertainment, such as watching videos on the Youtube application. The use of gadgets outside of learning has proven to be very broad, and it is undeniable that devices can also be used for positive and negative things (Ariston & Frahasini, 2018).

The use of gadgets in the post-pandemic has changed. The use of gadgets is not only for learning but also for non-learning or entertainment. Serwin, a grade 5C student of SD Muhammadiyah Cipete, also stated, "I now use my cellphone to do assignments, but I also use my cellphone a lot to watch YouTube videos and play games.". Not only has it changed, but the use of gadgets has also increased. This was conveyed by each parent of the three students who became research subjects. Mrs. Intan again stated, "Now, when the child has nothing to do, he will continue to play cellphones, even after school also playing cellphones, even at night playing cellphones again". This increase is in line with a research report from data.ai, a provider of mobile market estimate services, stating that in 2022 the average Indonesian spends 5.7 hours per day using gadgets, an increase from 2021 with an average of 5.4 hours per day and 2020 with an average of 5 hours per day. (Data.ai, 2023).

The habit of using gadgets that changes and increases is based on various things. Mrs. Desi said, "Children like to use phones to watch videos about various tutorials related to their hobbies". The statement concluded that the increased use of gadgets is influenced by the goals and motivations of children who are looking for entertainment or to make gadgets as a tool to help do the things done by these students, besides that environmental conditions also affect the use of gadgets as explained by Mrs. Intan that "children now use cellphones more often and are also influenced by their friends who use cellphones a lot to play games together". Another statement was conveyed by Mrs. Aminah, who mentioned, "Children now also like to use social media such as WhatsApp and Tiktok following friends and current trends" This indicates that self-concept and identity affect the habit of using gadgets that increase because children want to show themselves following trends and being recognized by others.

The statements of the three parents are in line with research entitled The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior (2000) explains the various factors that can influence habits, including:

a.   Motivation and Goals

Psychological factors such as motivation and goals can influence a person's habits. Motivation from within the individual and goals relevant to basic human needs can be important factors in forming and maintaining habits.

b.   Supportive Environment

A supportive social and physical environment can influence one's habits. Individuals in an environment that supports and facilitates desired activities are more likely to form appropriate habits.

c.   Social Support

Social support from those around the individual, such as family, friends or community, can influence motivation and habits. Such support can be through encouragement, behavioral modeling, or recognition of individual achievements.

d.   Self-Concept and Identity

How individuals see themselves and the identity they choose can also influence habits. If individuals identify with a particular group or activity, they are more likely to adopt habits consistent with that identity.

CONCLUSIONS

Based on research related to students' new habits in the use of gadgets post-pandemic in students of SD Muhammadiyah Cipete class 5C, it can be concluded that the Covid-19 pandemic has an effect on the use of gadgets in students, reflected in the post-pandemic use of devices in students has increased. In addition to an increase, students also experience changes in their habits in using gadgets, which were initially only for learning to change towards non-learning or entertainment, such as playing games, watching videos, to playing social media. This new habit of using gadgets after the pandemic can be based on various things, namely 1) goals and motivation, 2) a supportive environment, and 3) the concept of self-identity.

The results of this study are expected to be considered by teachers and parents in monitoring the use of devices in students. For further research, it is hoped to explore the effects of increased and changing device use more deeply.

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