



## Negative impact of gadgets on students development at SMP Muhammadiyah 2 Yogyakarta

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### ABSTRACT

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Children who use gadgets to look up educational materials, have an open mind, and view the world through a single screen benefit much from them. Apart from that benefit, there are just too many drawbacks to gadgets for kids. The researcher's objectives are to gain a deeper understanding of the detrimental effects of gadget use in class 7 at SMP Muhammadiyah 2 in Yogyakarta. Descriptive approaches are being used by the researcher in this study. utilizing the questionnaire, the client interview, and the documentation. Additionally, we employ data reduction, providing triangulation and data. According to analyst data, one of the bad effects of using a device is losing weight. This is because playing video games for extended periods of time can divert our attention from other tasks, and people who play these kinds of games often lie to one other, avoid completing their assignments, harass others, and treat each other rudely. The researchers expect that their study will be able to significantly improve student productivity at SMP Muhammadiyah 2 Yogyakarta compared to utilizing a device all day to play games, watch YouTube, browse social media, and other activities. Tesearchet hopes that the SMP Muhammadiyah 2 Yogyakarta teachers would work diligently to instruct and clarify to the children the negative impact of negativity and to modify their misbehavior.

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### Introduction

In this era of technological development, many people already have sophisticated communication tools. All ages, from adults to children, have communication tools commonly known as smart phones. Gadgets do have a positive impact on children's thinking patterns, namely organizing children in their play, developing strategies in games, and helping improve children's right brain abilities (Marcellina Julita, Yuline, n.d., p. 1). But behind these advantages it can also have a negative impact on children's development abilities. Parents who don't understand this issue feel proud because they think their children don't know technology. Apart from that, there are concerns

that it causes children's mental development to be faster. In addition, children will become impatient when faced with problems because technology offers many conveniences for them. This will definitely change the child's character in his daily life. Children prefer things that are fast, but whatever it takes is a process and patience to get the best results. This should be a study that parents study to teach their children that everyone needs to try and be patient to achieve something.

Adolescence is a period of transition or transition from childhood to adulthood which includes biological, psychological and social changes (Sofia, A. dan Adiyanti, 2013, p. 2). WHO (World Health Organization) sets the age limit for teenagers to be between 10-20 years. In the contemporary era like today, many people see that the sophistication of technology and information throughout the world is developing very quickly. Many advanced technologies are being created today, one of which is devices. Gadgets have developed rapidly in the era of technological development, especially information technology.

Research conducted by Laurintia (2019) shows that the influence of gadget use by students causes around 80 percent of students to ignore the surrounding social environment even when they use gadgets (Laurintia, 2019, p. 3). The use of gadgets by teenagers can have both positive and negative effects, such as helping them study, helping them communicate with friends or family, and helping them get all the information. However, excessive use of gadgets can affect students' learning process, making them lazy about studying and spending too much time with these devices (Agusta, 2016, p. 4).

Based on the results of research at SMP Muhammadiyah 2 Yogyakarta, students are allowed to bring gadgets into the school environment. However, gadgets in the form of cellphones, laptops and others will immediately be collected in a place that resembles a small box when the first hour of teaching and learning activities begins. However, students are also allowed to use gadgets during class hours with the permission of the subject teacher on the grounds that the gadgets are used for teaching and learning activities.

Nikmah (2010) explains that addiction not only to substances but also to certain activities that are carried out repeatedly has the same negative effects as addiction to devices. This will cause children to become dependent on these devices and hinder their social development (Nikmah, 2010, p. 5). Human behavior (actions) or activities are one of the factors that can influence gadget addiction. An attitude towards a particular thing, which can be an attitude of view or an attitude of feeling, is an attitude that is accompanied by a tendency to act in accordance with that attitude. This is known as behavior (Gerungan, 2005, p. 6). Attitude or behavior is a tendency that encourages a person to behave towards a specific object (Arifin, 2015, p. 7).

There are two types of behavior: closed behavior (covert behavior) and open behavior (overt behavior). Closed behavior is a person's response to a stimulus in a covert or closed form (covert), while open behavior is a person's response to a stimulus in the form of a real or open action (Notoatmodjo, 2010, p. 8). The research results of Asif and Ramadi (2017) show that there is a relationship between gadget addiction and emotional and behavioral disorders in adolescents aged 11-12 years. Technology created by small devices is the result (Asif dan Ramadi, 2017, p. 9). Gadget addiction can affect the development of children and teenagers, causing emotional and behavioral disorders.

However, according to research by Irawan (2013), almost all MI class V students have the behavior of using electronic devices as much as 44 percent, 31 percent, YouTube, 19 percent, Instagram, 3 percent, and Facebook. 11% less than 1 hour, 42% less than 2 hours, and 47% more than 2 hours (Irawan, 2013, p. 10). Fitriana (2020) stated that teenagers are addicted to gadgets because they use them for 5-7 hours or 300-420 minutes every day. Excessive use of gadgets has a negative impact on the behavior of teenagers in the family, such as emotional instability which causes teenagers to be angry, emotional, restless, and even isolate themselves because they are kept away from gadgets (Fitriana, 2020, p. 11).

The study also shows that SMP Muhammadiyah 2, located on Jalan Kapas II No. 7A, Semaki, Umbulharjo District, Yogyakarta City, has an "A" accreditation category and uses the Merdeka curriculum, is a very popular junior high school. With the increasing interest of students in SMP Muhammadiyah 2, the junior high school building is quite large and spacious. This junior high school has 25 active classrooms from class VII to class IX, as well as space for school operations such as a prayer room, mosque, hall, security post and sports field. Children from various communities who live around the school are students of Muhammadiyah 2 Yogyakarta Middle School. The school has a vision and mission: "Religious, Creative, Achievement." Based on students coming from various backgrounds, the school creates a number of school rules and regulations which are useful for educating and instilling the values contained in the school's vision and mission.

Therefore, it is important for students to understand the negative impacts of electronic devices, especially for those involved. This is done so that students can limit the use of these devices so that they can develop optimally and become children who are intelligent, active and interactive with other people.

## **Method**

Basically, a type of research or research method is a scientific way to collect data with certain goals and benefits. Therefore, based on the objectives, there are various research methods that are commonly used in research. Moh.Nazir (2003) mentions several research methods most commonly used in research as follows: (1) Historical Method; (2) Descriptive Method; (3) Experimental Method; (4) Research Methods Based on Materials; and (5) Action Research Methods (Nazir, 2003, p. 12).

Based on what was formulated in this research, this research method uses a qualitative descriptive research method, based on the problems discussed. According to Moh.Nazir (2003), "descriptive method is a method of researching the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. The aim of this descriptive research is to create a description, picture or systematic, factual and accurate depiction of the facts, properties and relationships between the phenomena being investigated"(Nazir, 2003, p. 13).

Apart from that, "The Negative Impact of Using Gadgets on Students at SMP Muhammadiyah 2 Yogyakarta" was discussed by researchers in this study. The researcher chose this research location because the researcher is one of the teachers at SMP Muhammadiyah 2 Yogyakarta. In addition, the researcher taught throughout the school's seventh grade class and frequently saw how electronic devices had a negative impact on students in the school environment. Therefore, the researcher was interested in conducting this research at this school because indirectly the researcher found a problem that needed to be researched.

To collect data, this research uses documentation, interviews, observations, analysis and interpretation. (Data Reduction) or data reduction, is necessary to carry out data analysis. This is especially true for data collected from large and complex fields. discard information that is considered unimportant and focus on the information that is important while summarizing and selecting important points(Sugiyono, n.d., p. 14). Presentation of data (Data Display), or data that has been condensed, is displayed in the form of short narrative description text. This presentation makes the data easy to understand, which makes it easier to plan future work(Sugiyono, n.d., p. 15). Drawing conclusions means using information collected in the field to analyze the data presented. Conclusions are made in the form of a story as an answer to the initial formulation of the problem (Sugiyono, n.d., p. 16).

## **Result and Discussion**

### **Use of Gadgets among Students**

Many people are concerned about children's gadget use, and some facts seem to increase significantly every year. This will definitely be a big problem for our country in the future. Children are usually given sophisticated devices by their parents. Parents deliberately give their children advanced technological devices in the hope that they can use them to play games. Children master devices faster than adults. Even their parents may not know how to use the devices they own (Warisyah, 2015).

Children and modern society are completely dependent on electronic devices. This tool helps children by being an interesting learning medium, helping them learn English, and improving their logic skills through interactive and educational games. They can use electronic devices to study various lessons, search for journals, study materials, science, find out if there is homework, send assignments and class schedules. (Jarot, 2016). However, gadgets also contain destructive games, pornography, and wrong teachings, even those that are heretical or satanic. Excessive use of gadgets (addiction), especially to bad content, such as violence (in films and games) and pornography, is considered to have a negative impact on children's behavior and abilities, and can even damage their brains permanently. (Jarot, 2016).

### **The impact of using gadgets on students at SMP Muhammadiyah 2 Yogyakarta**

Results from research conducted by Kamil, (2016) show that electronic devices affect children in middle school, such as stopping them from talking to each other when gathered together. As a result, these devices change existing habits (Kamil, 2016, p. 17). The results of interviews with students (key informants) show that the majority of students know that electronic devices are tools that can be used to communicate and obtain information. However, several students, Muhammad Zainbika, Sentanu, Raditya and Alvaro (Muhammad Zainbika, Sentanu, 2024, p. 18) said that the device was a very sophisticated electronic device that could make people forget time.

According to Suntoro (2013), antisocial children may forget to interact with the environment around where they live because they often use gadgets. This can cause them to lose interaction with the surrounding environment (Suntoro, 2013). According to Fathir (Fathir, 2024, p. 19), other students, the device is a communication tool and helps them play their favorite games. In general, Muhammadiyah 2 Middle School students know the types of devices such as laptops, tablets, smartphones and computers. Students at SMPN 13 Pontianak know how gadgets should be used. Some students know that gadgets should be used as communication tools, to search for lessons or broaden their knowledge with browsing features, as well as to help complete homework.

The five main informants stated that they were aware of the negative effects produced by the devices, which of course they knew directly. Examples include having the ability to access or watch films that middle school children should not see, talking rudely to gaming friends while they are playing games, following current trends, such as playing the TikTok application, and downloading popular games such as Mobile Legend, Free Fire, and PUBG.

### **A. Negative Impact of Gadget Users**

According to the explanation from Sinta (2018), the negative impacts of gadgets are (Sinta, 2018) :

- A.** The danger of being exposed to radiation if the gadget is used for a long time will result in a reduction in the ability of the sense of sight due to exposure to radiation.
- B.** Slow in understanding learning material, when learning is taking place students do not focus on the material presented by the teacher because they often look for material on gadgets.
- C.** Make it a habit in the child's daily life, making gadgets a habit that cannot be separated from the child's grasp so that they are always carried wherever they are.

According to Hidayati (2016), the negative impacts of gadgets are as follows (R., 2016, p. 19) :

- A.** Becoming addicted to gadgets when playing for a long time can result in children being addicted to gadgets so they don't care when they talk to them.
- B.** Give more importance to gadgets than parents' orders when parents order their children to buy something but the children don't care and continue playing with gadgets.

According to Novitasari (2016), the negative impacts of gadgets are as follows (Novitasari, 2016) :

**A.** Being lazy about doing activities, with various types of applications on gadgets, children are more engrossed in playing with gadgets rather than sports activities, so children are more likely to get sick.

**B.** Forgetting to play with friends, using gadgets continuously can forget the habit of playing with friends in the real world.

From the explanations of the three experts above, it can be concluded that the use of gadgets can have a negative impact on children, such as being addicted to playing with gadgets, being lazy about activities, becoming a habit, and having difficulty focusing on studying. antisocial towards the surrounding environment.

## Discussion and Results

The term "gadget" comes from English and means a small electronic device with a special function. In Indonesian, gadgets are called "acang". One of the characteristics that differentiates gadgets from other electronic devices is the nature of "novelty", which means that gadgets continue to appear by providing the latest technology that makes human life more practical. Gadgets are devices that are related to current technological developments(Yumarni, 2022).

Gadgets are small electronic devices with special functions, such as notebooks, smartphones such as the iPhone and BlackBerry, and a combination of portable computers and the internet such as notebooks, various types of which are currently easy to obtain, because the prices of these various types of technology vary, some are different and different. expensive. In accordance with the user's economy, and everyone always wants to have increasingly sophisticated technology. Technological goods are not rare items to find, almost all activities related to education, social culture, sports, economics and politics always utilize technological sophistication to search for information and help carry out each activity in solving a problem(Widiawati, I., Sugiman, H., 2014).

The researchers' findings are in accordance with previous research, such as that conducted by Asif and Rahmadi (2017), which found that there was a correlation between gadget addiction and the behavior of teenagers aged 11-12 years. One of the results of technological developments is in the form of small devices (cellphones)(Asif dan Ramadi, 2017). It was further explained that addiction to electronic devices can affect the development of children and adolescents, causing emotional and behavioral disorders. Furthermore, Fitriana (2020) shows that teenagers use devices for 5–7 hours or 300–420 minutes every day, indicating that they are already experiencing device addiction(Fitriana, 2020).

Based on the results of previous interviews, the results of interviews with several Guidance and Counseling teachers will be discussed next. According to Daffa Rizal Al Ihsan, S.pd, electronic devices are communication tools that connect people with people. The types of devices he is familiar with include phones, iPads, laptops, tablets, and computers. This tool should be used to communicate and exchange information. However, there are some students who abuse the use of gadgets in the school environment, including playing games during class, not collecting gadgets when it is time to collect them, as a result of these students abusing them by looking for answers or cheating when doing assignments from the teacher (Daffa Rizal Al Ihsan, S.pd, 2024).

All positive and negative impacts produced by the device return to the person who uses it. The average student does not clearly know the positive and negative impacts of these devices. They also understand that these devices are only communication tools and their use in schools is prohibited because there is a possibility that students will do something, such as viralize the bad side of their friends. There are several reasons why students bring their cellphones to school, such as making it easier for parents to take them to school; some teachers allow it for certain reasons, but the teacher who carries the cellphone must be responsible for it (Larindah Septiyani, 2024).

Muhammadiyah 2 Yogyakarta Middle School students use devices more than prioritizing studying, according to researchers' observations. Teenagers are becoming less social and spend most of their time playing with electronic devices and carrying these devices wherever they go. Students at Muhammadiyah 2 Middle School in Yogyakarta are still using these devices secretly, even though the school has banned the use of these devices during class.

To overcome the negative impact of using devices on students at SMP Muhammadiyah 2 Yogyakarta, guidance and counseling teachers took several actions, such as confiscating cellphones or taking cellphones from students who misuse cellphones in the school environment (Daffa Rizal Al Ihsan, S.pd, 2024). This is related to the rules that must be followed, such as clear and structured rules.

After being returned, making a written question letter written by the student, known by the parents, and approved by the parents, caught twice during one semester, or caught three times, the device in question will be confiscated or detained until the student finishes school or graduates. SMP Muhammadiyah 2 Yogyakarta has 765 students from class VII to class IX, with 25 classes, and has classic services which of course already exist in RPL. Based on the description above, it can be concluded that gadget addiction has a negative effect on adolescent behavior. This shows that student behavior will get worse if gadget addiction is higher, and conversely, student behavior will be more positive if gadget addiction is lower.



## **Conclusion**

Based on the findings and discussions conducted by researchers, it can be concluded in general that the influence of gadgets on Yogyakarta Muhammadiyah Middle School is caused by internal and external factors. Based on the sub-problems of this research, the researcher concluded that the characteristics of students who were negatively impacted by the use of gadgets at SMP Muhammadiyah 2 Yogyakarta were as follows:

- A. loss of desire to participate in activities,
- B. Talking about technology continuously,
- C. If the command blocks its access to the device, tend to deny it,
- D. sensitive or irritable, causing volatile feelings,
- E. Selfish, difficult to share time with other people when using gadgets, and
- F. often lies because he cannot be separated from his electronic devices,

Factors that influence the negative effects of using electronic devices at SMP Muhammadiyah 2 Yogyakarta

- A. to play games,
- B. take a photo,
- C. use social media,
- D. talking to girlfriend,
- E. look for answers during tests.

Counseling teacher's efforts to overcome the bad effects of using devices on students at SMP Muhammadiyah 2 Yogyakarta

- A. Once caught using a device in class, he will be returned and write a written statement that the parents will be aware of. If detained,
- B. After two times, it will be confiscated for one semester.
- C. If the device is caught three times, the device will be held until the student finishes school or graduates.

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