Journal of English Language and Education
ISSN 2597- 6850 (Online), 2502-4132 (Print)
Journal Homepage: https://jele.or.id/index.php/jele/index
OPEN ACCESS
Article

The Impact of Gadget Usage Habits in Islamic Religious Education Learning on Student Achievements

https://doi.org/10.31004/jele.v10i3.899

*Ummi Kalsum, Darmayanti, Maudin[abc]
[123]Universitas Muhammadiyah Buton, Indonesia.
Corresponding Author: ummik835@gmail.com

A B S T R A C T

The purpose of this study is to examine how the use of gadgets during Islamic religious instruction affects the academic performance of Topa State Elementary School class VIB pupils. As contemporary technical instruments, gadgets are being utilized more and more in the educational process, especially in Islamic Religious Education courses. A quantitative strategy using survey methodology via questionnaires and student learning outcome documentation is the research methodology employed. The study's sample consisted of 25 pupils from Topa State Elementary School's class VIB during the 2024–2025 school year. According to the study's findings, student learning achievement and the amount of time spent using a device for educational purposes are significantly correlated. Properly guided and managed use of technology can enhance comprehension of religious content, whereas unguided use tends to impair focus and academic performance. According to the study's findings, there is a statistically significant relationship between the use of gadgets and the academic performance of class VIB pupils at Topa State Elementary School.

Keywords: *Gadgets, Islamic Religious Education, Learning Achievement, Elementary School Students.*

Article History:
Received 04th May 2025
Accepted 28th May 2025
Published 30th May 2025

INTRODUCTION

The advancement of digital technology today has changed many aspects of life, including the educational landscape. The increasing use of technology in the teaching and learning process by students and teachers is one real example of this trend. Currently, devices such as laptops, tablets, and smartphones are often used to enhance learning, even in Islamic Religious Education (PAI) courses in elementary schools (Mulyase, 2018).

Devices are usually considered as a means of development, leading to properties such as their capacity to promote societal progress and transcend personal well-being (Okky, 2015). As a representation of contemporary culture, gadgets are a source of practicality in communication, especially in educational settings where gadgets can function as educational aids. The use of technology in Islamic Religious Education can, on the one hand, facilitate the acquisition of information, make the delivery of material more interactive, and motivate students to learn on their own (Pratama, 2020). This certainly makes it easier for educators to help their students understand the subject matter while saving time and space and providing opportunities to access additional learning resources (Anonymous, 2018).

On the other hand, the use of devices that are not managed properly can have negative impacts such as game addiction, learning disorders, and decreased academic achievement (Syamsuddin, 2019). In addition to finding learning resources, gadgets are also often used to play games, take selfies, and chat with friends. In fact, devices can be used to support educational communication as long as they are used properly.

This condition is also felt by students at Topa Elementary School, where grade VIB students show a fairly high intensity of gadget use, both in the context of learning and outside of school activities. This phenomenon is interesting to study because it can provide a general picture of how much the use of gadgets by Topa Elementary School students contributes to their academic achievement, especially in the field of Islamic Religious Education, which not only emphasizes critical thinking but also activity and religiosity (Hasanah, 2021).

Class VIB, which uses technology in the classroom, was the subject of the researcher's initial study, and several problems were identified. Students in grade VIB showed a strong interest in technology as they transitioned from childhood to adolescence, recognizing that devices are commonly used for entertainment purposes such as reading webcomics, taking photos, and using apps like TikTok. These students use technology both at home and at school, and they also rely on gadgets as learning aids to prepare for junior high school. The researcher aims to determine whether gadget use supports or hinders students' readiness for the next level of education. Furthermore, grade VIB students have already accessed and been exposed to the internet, social media, and online games, making them an active group in observing and developing gadget usage patterns. Therefore, the researchers felt the need to conduct a measurable and methodical study entitled " The Impact of Gadget Usage Habits in Islamic Religious Education Learning on the Achievement of Class VIB Students at Topa State Elementary School"

METHODS

The data collection period in 2025 is April 14–April 20. This research is quantitative, collection, analysis, and conclusion using numerical and statistical techniques. Saturated sampling strategy, also known as total sampling, was used to select 25 students in grade VIB at Topa Elementary School as the research sample. The main data collection method of this study is a questionnaire for the variable "Use of Gadgets" and documents for the variable "Learning Achievement". On the other hand, observation and interviews were used in secondary data collection.

Simple Linear Regression is an analysis method used for primary data, and the equation:

$Y = a + bX$

Information:

Y = Learning Achievement

a = Constant

b = Coefficient

X = Gadget Usage

RESULTS AND DISCUSSION

Use of Gadgets

Gadgets are small electronic devices designed to simplify and enrich human activities in carrying out their tasks. Smartphones such as Samsung and iPhone are examples. Devices are becoming more sophisticated all the time, with the latest features and extraordinary capabilities. The functions and purposes of gadgets are increasingly useful and practical. People often think of mobile phones as a type of device and technology that is comparable to laptops and PCs.

The term "gadget" in English refers to a small electronic device that has a specific function. "Innovation" is a characteristic that distinguishes gadgets from other technological devices. This shows that new devices that utilize cutting-edge technology continue to be developed to improve human life (Derry, 2014).

Seeking Information in Developing Insights.

Gadgets are digital media that allow the distribution and consumption of information in unlimited amounts by time and place. Therefore, the desire to be assisted in collecting as much information as possible is one of the factors that drives the use of devices.

Of course, there must be limitations on the types of data that are most helpful in fostering understanding. The THINK formula forms the basis for the indicators that need to be maintained, namely: 1) True, meaning there is no element of fraud in the material obtained; 2) Helpful, meaning the data obtained is useful; 3) Illegal, meaning the information obtained does not contain prohibited elements, such as pornographic material; 4) Necessary, meaning the data obtained is mandatory; and 5) Kind, meaning that the knowledge obtained is accurate and does not have the potential to give rise to attitudes and actions that are detrimental to others.*Need for Learning Resources*

The device is an attempt to reduce the costs and time associated with meeting students' learning material requirements. The fact that the device is multipurpose and works similarly to a computer has led to its adoption as an educational tool (Musyrif, 2017). However, creating an "Active Audience" that is, people who use technology for educational purposes. requires a strong effort from families and school partners. This concept comes from Katz and Blumer's Uses and Grafication hypothesis. To prevent success problems, such as students relying more on technology than education, the development of an "Active Audience" must also be accompanied by controls (Harfiyanto, 2015).

Therefore, the demand for gadget users to focus on learning activities and achievements is an indicator of their truth in this situation. To help gadget users develop their knowledge and character, it is also important to create an "Active Audience" and intervene in the reading culture (Afrianto, 2018).

Factors Influencing Gadget Usage Habits

Children's use of gadgets is influenced by various aspects, including internal, situational, social, and external factors. Internal factors relate to the degree of students' dependence on digital media—the greater the dependence, the more difficult it becomes for them to manage gadget use in the classroom. Situational factors involve the use of technology as a coping mechanism to achieve psychological comfort in challenging circumstances. Social factors play a significant role, as children's behavior is often shaped by peer influence and current trends, making gadget use a perceived necessity. Lastly, external factors such as advertising, gadget affordability, and environmental exposure further drive children's engagement with technology.

Impact of Gadget Use

Children's use of devices has a number of impacts, both positive and negative. On the positive side, devices allow access to a wide range of external information, promote more interactive and engaging learning experiences, enhance technological skills, and increase efficiency in completing tasks. However, there are also negative impacts, such as reduced concentration, increased dependence on technology, potential exposure to technological fraud, and the emergence of social and ethical issues.

Learning Achievement

After the assessment or evaluation is complete, learning achievement is the result or degree of proficiency of a person who has gone through the learning process, which is expressed as a value (score). The KBBI equivalent for "Academic Achievement" has the same meaning, namely the learning outcomes achieved from cognitive activities in schools that are usually assessed and measured.

According to Muhibbin Syah, the following elements can influence learning achievement:

Internal Factors

Intelligence refers to the psychological capacity to respond appropriately to stimuli or adapt to the surrounding environment. Talent is the innate capacity a person possesses that enables future success. Interest involves a strong inclination, enthusiasm, or desire toward something, such as mental focus, curiosity, or a sense of need. Motivation is the intrinsic condition within humans or animals that drives them to act, serving as the energy that compels action in a specific direction.

External Factors

These external factors such as family, school, and religious environment impact on learning outcomes. Because the family is the closest environment for students, it has a significant impact. This study uses the results of daily assessments and practical exams as a measure of student learning achievement. continued by determining the assessment status using KKM (Minimum Passing Criteria). In the subject of Islamic Religious Education at Topa State Elementary School, KKM is 75.

The following statistical descriptions were obtained from the initial data collection process, which involved questionnaires and recording of student learning outcomes in class VIB of Topa State Elementary School :

Correlations

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014	VAR00015	VAR00016	VAR00017	total
total	Pearson Correlation	,436*	,468*	,408*	,705**	,473*	,612**	,406*	,440*	,542**	,629**	,404*	,706**	,469*	,582**	,401*	,578**	,492*	1
	Sig. (2-tailed)	0,030	0,018	0,043	0,000	0,017	0,001	0,044	0,028	0,005	0,001	0,045	0,000	0,018	0,002	0,047	0,002	0,013	
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 1. Validity Test

Based on figure 1, the calculation results using *SPSS 27.1.0 for windows* show that all questionnaire items are declared valid. If the r-count value > r-table is displayed in the test results, then it is considered valid. This is evidenced by the fact that all statement items have an r-count value > r-table (0.396), making them suitable for use as a research tool.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,826	,827	17

Figure 2. Reliability Test

Figure 2 shows that each variable has a significance level > 0.05, which means that the variable data obtained is normally distributed, based on the calculation results using SPSS 27.1.0 for Windows.

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			25
Normal Parameters[a,b]	Mean		,0000000
	Std. Deviation		1,77371668
Most Extreme Differences	Absolute		,153
	Positive		,088
	Negative		-,153
Test Statistic			,153
Asymp. Sig. (2-tailed)[c]			,132
Monte Carlo Sig. (2-tailed)[d]	Sig.		,137
	99% Confidence Interval	Lower Bound	,128
		Upper Bound	,145

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.

Figure 3. Normality Test

The SPSS output value is considered significant based on figure 3, with *Asiymp Sig (2-tailed)* of 0.132, greater than 0.05. It can be concluded that the data is normally distributed based on the *Kolmongrov-Smirnov Normality Test decision-making framework* . Therefore, the assumption or criteria for normality of the regression model have been met.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	298,727	15	19,915	1,547	,257
		Linearity	7,106	1	7,106	,552	,476
		Deviation from Linearity	291,620	14	20,830	1,618	,236
	Within Groups		115,833	9	12,870		
	Total		414,560	24			

Figure 4. Linearity Test

Figure 4 of the SPSS output results shows *the Deviation From Linearity Sig* . value of 0.236, or greater than 0.05. Thus, the Gadget Use variable (X) and the Learning Achievement variable (Y) were found to have a substantial linear relationship.

CONCLUSION

Gadget users and learning achievement have a fairly close relationship, based on the results of research on the impact of gadget usage habits in Islamic religious education learning on the learning achievement of grade VIB students at SDN Topa. As an illustration of the impact of gadget use, students are allowed to bring gadgets into the classroom. However, the use of gadgets that are not in accordance with the rules can have a detrimental impact, such as decreased learning achievement due to not focusing on learning. This is supported by the results of the t-table of 0.396. Ha is accepted and Ho is rejected if the t-count> t-table 0.396, this is proven if the significance level (sig.) <0.05 or 5%. Based on the Ha hypothesis, student learning outcomes in Islamic Religious Education subjects at SDN Topa are influenced by gadget use .

REFERENCES

Anonim, *Pengertian dan Karakteristik E-learning* http://scdc.binus.ac.id, diakses pada 12 Mei 2018.

Arfianto S, *Praktik Budaya Media Digital dan Pengaruhnya*, Cetakan I, (Yogyakarta: Aswaja Pressindo, 2018).

Bryan Aprilian Ilyasa, *Pengaruh Penggunaan Gadget Dalam Pembelajaran Pai Terhadap Minat dan Prestasi Belajar Siswa di SMP N 6 Semarang Tahun 2022/2023,* (Unnisula, Semarang 2023)

Derry Iswidharma, *Bila Si Kecil Bermain Gadget* (Jakarta: Bisakimia, 2014).

Harfiyanto, cahyo, Tjaturahono, "*Pola Interaksi Sosial Peserta Didik Pengguna Gadget di SMA N 1 Semarang*" dalam Journal of Educational Social Studies, Vol. 2, Tahun 2015.

Hasanah, U, "*Integrasi Teknologi dalam Pembelajaran PAI disekolah Dasar*." Yogyakarta: Deepublish, Tahun 2021.

Kurnia Dila Okviawati, (2020), *Pengaruh Penggunaan Smartphone Terhadap Prestasi Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam*, Jurna JOM FTK UNIKS, Vol. 2, No1-5.

Mulyase, E. *Manajemen dan Kepemimpinan Kepala Sekolah*. (Jakarta : Bumi Aksara, 2018)

Musyrif Kamal J. Haq, Tesis, *Pengaruh Penggunan Media Smartphone sebagai Sumber Belajar terhadap Motivasi Belajar dan Prestasi Akademik Mata Kuliah Studi Fiqh Mahapeser- ta didik Jurusan Pendidikan Agama Islam UIN Maliki Malang*,(Malang: Program Magister Pendidikan Agama Islam. UIN Maulana Malik Ibrahim Malang, 2017).

Okky Rachma Fajrin, "*Hubungan Tingkat PenggunaanTeknologi Mobil Gadget dan Eksistensi Permainan Tradisional pada Anak Sekolah Dasar*" dalam Jurnal Idea Societa, Vol. 2, No. 6 November, tahun 2015.

Pratama, R. & Wulandari, S. "*Pemanfaatan gadget dalam Pembelajaran PAI di Era Digital*." Jurna Pendidikan Islam, Vol. 8, No. 1, Tahun 2020.

Syamsuddin, A. "*Dampak Penggunaan Gadget Terhadaap Prestasi Belajar Siswa*." Jurnal Teknologi Pendidikan, Vol. 7, No. 2, Tahun 2019.

Syamsul Arifin, "*The Effect Of Gadget Smartphone Utility and Learning Facility on Economics Learning Achievement*", Academic (Online), Vol. 1, No. 3.

Tim Gerakan #BijakBersosmed, *Bijak Bersosmed Tips dan Informasi Gerakan #BijakBersosmed 2017*, #BijakBersosmed, 2017.

Tim Penyusun kamus Pusat pembinaan dan pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, Cetakan Ketiga, (Jakarta: Balai Pustaka, 1990)