

Utilization of Gadgets in Improving Students' Learning Abilities in The History Subject of Grade X at SMA Labschool of Tadulako University

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ABSTRACT

The problems in this research article are: How can the use of gadgets improve students' learning abilities in history subjects for class X SMA Labschool UNTAD? and b What are the positive and negative impacts of using gadgets in UNTAD Labschool High School The aim of this study is to describe the use of gadgets to improve students' learning abilities in history subjects in grade X at SMA Labschool Untad and to explain the positive and negative impacts of gadget use. The method used is descriptive qualitative. The results of this study indicate that: (1) The use of gadgets as a tool is very effective in supporting the learning process in the classroom. (2) The positive and negative impacts of using gadgets have a significant influence on students' learning abilities. Therefore, it can be concluded that the use of gadgets has the potential to improve and weaken students' abilities in following the learning process in the classroom.

Keywords: *Gadget Utilization and Learning Ability.*

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INTRODUCTION

Nowadays, technology is developing very rapidly in people's lives, which functions to make things easier. Humans engage in activities, and technology has also brought changes to students' learning patterns. Technology is used almost constantly, whether for communication or as an information medium. Technological developments have had a positive impact, spreading information and knowledge worldwide, and fostering human interaction across the globe. This increasingly rapid technological development has given rise to new technologies in the form of gadgets.

According to Manumpi in (Anggraeni, 2019:204), gadget is a term used in mention several types of technological tools its nature is increasingly developing rapidly and has special functions, for example smartphones, iPhones, computers and tab.

The use of gadgets as a learning medium can provide added value for students, especially in history lessons. (Fathurrahman, 2015:28) in (Akmal and Susanto 2018:198) explains that there are several important components in learning, one of which is media.

The concept of media in learning must contain two elements, namely software And hardware. Software in media learning is information or messages contained in learning media, while hardware is the hardware or equipment used as a means delivery of information or messages, which has an important role in the learning and teaching

process.

According to Lutfiana and Hartanto in (Azeti 2019:10-17) states that learning is a process of effort undertaken by a person to obtain a new change in behavior as a whole, as a result of his own experience in interacting with his environment. Meanwhile, according to behavioristic theory, learning is a change in behavior/understanding as a result of experience.

Students are both subjects and objects of learning activities, which demonstrate a person's conscious or deliberate activity. This activity refers to a person's activeness in carrying out mental aspects that enable occurrence change on himself. Study And Learning supported by media such as gadgets can help improve students' abilities in following the learning process.

Improving the quality of learning is not an easy task because there are various influencing factors, such as students' ability to understand a given topic. Teachers must have the knowledge and skills to teach, for example by using appropriate methods or media. In the learning process, students must have the ability in understand main discussion so that can reach results the good that he wants to achieve. Ability has an important role for students in the learning process.

All of an individual's abilities are essentially composed of two sets of factors. namely intellectual ability and physical ability. Intellectual ability is the ability required for mental activities. For example, an IQ test is designed to determine a person's general intellectual ability. The seven dimensions that make up intellectual ability are numeracy, verbal comprehension, perceptual ability, inductive reasoning, spatial visualization, and memory. Intellectual ability, on the other hand, is the mental capacity required to perform mental activities.

In an interview with Rafael, a student at Labschool Untad High School, he explained that using gadgets facilitates the teaching and learning process in class. The student added that they were bored with listening to history explanations using only lectures. According to the student, history learning is more effective. With a laptop and infocus, it's more fun for him. (*source: interview 09/18/2024*)

Based on the results of observations that researchers conducted at SMA Labschool Untad, researchers noticed that when teachers displayed *PowerPoint* with an infocus containing illustrative images with explanations that could make it easier for students to understand. material learning, which currently taught student become more focus on following the learning, because by displaying pictures Which containing explanation with use powerpoint, Teacher can Attracting students' attention and increasing their focus on the learning process can also reduce stress and drowsiness in history lessons by making the methods more engaging. Therefore, innovation is needed in the learning process at the school to prevent students from getting bored and to help them understand the history material more easily.

Based on the explanation above, it can be concluded that gadget use has both positive and negative impacts on students. The use of gadgets as a learning medium in schools is highly needed today. This is so that teachers can attract students' attention and make them more interested in history lessons by presenting the material in an engaging manner. It is hoped that students will find it easier to understand the material. Nowadays, we are more concerned with the negative consequences of gadget use on

students. Without considering the negative impacts, positive impact that gadgets have on children's learning outcomes. Therefore, the author interested to research the problem in on with title : Utilization Gadgets in Improving Students' Learning Abilities in History Subjects for Grade X SMA Labschool Untad. The author's reason for choosing this title is because it is relevant to the current digital era, and has the potential to improve the learning process in the digital era.

METHOD STUDY

According to Moleong (2019:6), qualitative research is research that produces descriptive data in the form of written or spoken words from the objects observed during the research. Rukajat (2018:5) shares the same opinion, stating that a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from the objects observed.

According to Moleong (in Mawardi 2020:8) which have an opinion that:

“Descriptive and qualitative research is a type of research that is oriented towards information results in the form of data that is described in written sentences or verbally from people who are considered sources or objects of research.”

The type of research used in this study is Qualitative. Qualitative research methods are research methods based on post-positivism philosophy using a constructivist paradigm to examine social conditions in natural settings with the researcher as the key instrument. The main data collection techniques are observation, interviews, documentation, and qualitative data analysis . (Sugiyono 2018:13-14).

RESEARCH RESULTS AND DISCUSSION

RESEARCH RESULT

Researchers conducted research to obtain information and data at school through interviews, observations and documentation, in the observation activity, the researcher first met the principal then the subject teacher as the initial informant then the researcher gave questions that of course could answer what information related to the research that the researcher did then the researcher met the students. This research was conducted at SMA Labschool Untad, the results of the explanation of the results of the research conducted by the researcher are as follows.

From the observations made, it was found that at SMA Labschool Untad the use of gadgets is not implemented freely based on the provisions in force at the school. The process of using gadgets or *cellphones* in learning is of course through permission or confirmation to the subject teacher regarding its use. SMA Labschool Untad applies regulations by collecting all student gadgets when carrying out morning assembly before starting learning in class then the gadgets that have been collected are stored in the student council room when there is an order from the subject teacher to use a new gadget then two students are sent to take it in the student council room.

1. Results of interviews with students

The results of the interview are data or information from direct questions and answers with informants who are the research subjects, namely 10 class X students of SMA Labschool Untad.

Based on the results of interviews conducted with students when asked about the use of gadgets, the positive and negative impacts of using gadgets in class, the informant answered:

"I think gadgets can be very helpful for us students in learning in the classroom."
(*Interview with student Aldo Evangylle on February 26, 2025*)

The explanation above is in line with what was stated by the female student informant when asked about the use of gadgets, the informant also answered:

"Using gadgets really helps us when we have questions or unclear material during lessons, so we can use our phones. Using a cell phone allows us to cover a broader range of topics because we can find more additional information."
(*Interview, February 26, 2025 with student Ayu Darmaninggrum*)

A different explanation was put forward by a female student informant when asked about the use of gadgets in class. The informant answered:

"Using gadgets in learning history is cool. Usually, learning history makes you sleepy, especially if you only listen to the teacher explain, but using a cellphone can be more fun" (*interview 12/02/2025 with student Alo dia Injili Mandang*)

The informant expressed something different when asked about the use of gadgets in class. The informant answered:

I think using gadgets to learn history is good because if you just read a book, you'll quickly get bored, right? Well, with gadgets, we can watch videos or apps that can help, and if there's something we don't understand, we can search on Google. (*interview 12/02/2025 with student Pricilia Elizabeth Lumempouw*)

A different thing was expressed by the informant when asked about the use of gadgets in class. The informant answered:

"In my opinion, using gadgets to learn history is more fun. Gadgets can help make learning history less monotonous and make it easier to understand the material, as long as you don't overdo it by playing games." (*interview 12/02/2025 with Ibranusa Elbrus Tungka*)

A different thing was expressed by the informant when asked about the use of gadgets in class. The informant answered:

"In my opinion, gadgets are easy to use to search for information, especially since gadget development is increasing nowadays, plus there is AI so that learning information can be obtained more quickly." (*interview 12/02/2025 with Raditya Wahyu Nugraha*)

The informant expressed something different when asked about the use of gadgets in class. The informant answered:

"In my opinion, learning using gadgets to learn history is really cool because in the past, learning history only seemed like you had to read a thick book and then memorize it, which just made you sleepy." (*interview 12/02/2025 with Ananda Trisya Junita*)

So, based on the interview results and looking at the various answers given by the students above, the author concludes that the use of gadgets in classroom learning provides new experiences for students. By using gadgets, students can be helped in developing materials. Learning becomes more exciting, easier, and feels cool. The teacher's way of managing the use of gadgets in classroom learning is by giving a question and answer quiz. Once finished, the gadgets are collected back.

From the students' perspective, Aldo Evangylle, Ayu Darmaninggrum, Subhan, Alodia Injili Mandang, Pricilia Elizabeth Lumempouw, Ibranus Elbrus Tungka, Rahmi Khairani, Gracelia Christy Ladjeba, Raditya Wahyu Nugraha, and Ananda Trisya Junita conveyed various positive views regarding the use of gadgets which were summarized in several points :

- a. Gadgets are very helpful in learning in class, making it easier to access various sources of relevant information.
- b. Can expand the discussion of material through questions or quizzes, and make time more efficient.
- c. Reduces drowsiness and makes lessons more fun than just listening to the teacher's explanation.
- d. Allows access to videos or applications that aid learning.
- e. Make learning less monotonous and more exciting, so that the material is easier to understand.
- f. Make it easier to find additional sources through Google, including with AI assistance for faster information.
- g. Increase students' enthusiasm for learning by up to 80% because gadgets help overcome difficulties in finding material or answers.

2. Results of interviews with teachers

Researchers conducted an interview with Mr. Lukman Husein, the principal of SMA Labschool Untad, to obtain information regarding gadget use at SMA Labschool Untad. The interview was conducted during a break in class. The results of the interview with the history teacher regarding gadget use and its impacts from several questions the researchers asked informants stated that:

Mr. Lukman Husein, MM as the principal of SMA Labschool Untad that:

“The use of assistive media such as gadgets in classroom learning activities can make it easier for students to understand the materials explained by the teacher and also the use of these gadgets is not always implemented in class except when it is really done when students are having discussions so students are free to look for additional materials related to the questions given by using gadgets so that it can improve students' learning abilities in understanding the learning process or teaching materials. (*interview 05/02/2025*)”

Mrs. Ni Kadek Dyastuti S.Pd.,M.Pd said that:

“The use of gadgets in learning helps us as teachers to develop the material in textbooks. Furthermore, by utilizing gadgets or cell phones, we can make better use of our time, for example, when giving assignments or tests to students in class, because by utilizing gadgets, we can access a wider range of learning resources and teaching materials. (*Interview, February 12, 2025*)”

The positive impact of using gadgets in learning, according to Mrs. Ni Kadek Dyastuti S.Pd., M.Pd, who said that:

"I got more sources not only from books but also from other media" (*interview 12/02/2025*)

The negative impact of using gadgets according to Lukman Husein MM as the principal stated that:

The negative impact of gadget use in class is that most students are less focused on receiving material from the teacher and many students also divert their gadget use to playing online games. Meanwhile, the positive impact is that students have easier access to additional materials related to the questions or problems presented. (*interview, 05/02/2025*)

Mrs. Ni Kadek Dyastuti regarding the negative impacts of using gadgets said that:

"When using gadgets, students become less focused on the assignments and spend more time playing." (*interview 12/02/2025*)

Based on the results of the interview above, it can be concluded that the use of gadgets can make it easier for teachers to develop materials, but the negative impacts of using gadgets are also very difficult to avoid, so teachers need to prepare strategies for their use.

DISCUSSION

The use of technology in classroom teaching and learning is growing, one example being the use of gadgets as aids. Gadgets, in this context, refer to digital devices

such as smartphones, tablets, or laptops that can be used to support the learning process. Interviews revealed that using gadgets in classroom learning has several advantages, particularly in facilitating student comprehension of the material presented by teachers.

One of the main benefits of using gadgets is easy access to additional information. Students are given the freedom to seek out additional resources that can deepen their understanding of the material being studied. For example, if a teacher explains a particular concept, students can immediately search for relevant articles, videos, or discussion forums through their devices. This not only helps students gain new perspectives but also allows them to learn more independently and proactively.

The principal of SMA Labschool Untad, Mr. Lukman Husein, MM, views gadgets as effective tools to support the learning process. According to him, gadgets make it easier for students to understand the material and find additional information, especially during discussions. Gadget use is regulated to remain focused on learning objectives, such as finding additional material related to the given questions, so that students can dig deeper into their knowledge. Furthermore, he also believes that gadgets can make it easier for students to understand the material, especially because these devices allow students to immediately find supplementary information relevant to the material being discussed. However, he also emphasized the importance of limiting gadget use so that it is not excessive, only used for purposes that support learning such as discussions or searching for material. This policy allows students to dig deeper into knowledge independently, which in turn can improve their comprehension skills.

History teacher, Ms. Ni Kadek Dyastuti S.Pd., M.Pd., also revealed that gadgets help teachers develop lesson materials and save time, for example when giving assignments or tests. Gadgets also allow teachers to access a wider range of learning resources.

One of the fundamental benefits of using gadgets is easy access to additional information. Students are given the freedom to seek out other sources that can deepen their understanding of the material being studied. For example, when a teacher explains a complex historical concept, students can quickly search for relevant articles, documentary videos, or online discussion forums through their gadgets. This flexibility not only helps students gain diverse perspectives but also encourages them to learn more independently and proactively, in line with the characteristics of 21st-century learning that demands digital literacy skills.

This is in line with the view of Subarkah (2019) in Budiwati (2022:396-397) who defines gadgets as sophisticated electronic devices that make human life easier with various advanced features and services, supporting individual unique goals.

However, it is important to underline It is important to note that gadget use at SMA Labschool Untad is not implemented freely or consistently in every learning session. As explained in the interviews, gadgets are only used at certain times, particularly during group discussions or when students are asked to find additional, specific information related to questions given by the teacher. This selective approach is a strategy implemented by the school and teachers to ensure that gadget use remains judicious, does not reduce essential direct interaction between students and teachers, and prevents students from diverting attention from conventional learning methods,

which are also important. Thus, these digital devices function as supportive tools, not as a complete replacement for traditional learning methods, which have proven effective in building students' knowledge foundations.

From a student perspective, the perception of gadget use is overwhelmingly positive. Aldo Evangylle, a student, explicitly stated that gadgets are "very helpful for us students to learn in class." This indicates that students feel the direct impact of the ease of access to information offered by gadgets, which in turn supports their learning process. Ayu Darmaninggrum and Subhan, other students, reinforced this view by stating that gadgets help them find additional information for questions or unclear material, thus expanding their understanding and knowledge. They even added that additional information from platforms like Google can spark many new questions, making the classroom atmosphere more lively and interactive, further emphasizing the position of gadgets as essential tools in educational development.

Another student, Alodia Injili Mandang, offered an interesting perspective, stating that using gadgets in history lessons is "cool" and reduces the drowsiness that often arises from simply listening to teacher explanations. These devices make the lessons feel more "fun." Pricilia Elizabeth Lumempouw also agreed, stating that learning with gadgets is better than just reading books, which "gets boring quickly." With gadgets, students can watch videos or use helpful apps, and easily search for information they don't understand on Google. Ibranus Elbrus Tungka added that gadgets make learning history "more exciting" and less monotonous, making the material easier to understand, although he cautioned against "overdoing it with games."

However, the use of these gadgets is not implemented continuously in the learning process. As explained, gadgets are only used at certain times, especially during discussion activities or when students are asked to find additional information related to a given problem. This approach ensures that gadgets are used wisely, without reducing direct interaction between students and teachers or distracting students from more conventional learning processes. Thus, digital devices only serve as supporting tools, not replacing traditional learning methods that have been proven effective.

It's important to note that while gadgets can improve students' comprehension of learning materials, their use still requires careful supervision and management. Teachers need to ensure that gadget use during teaching and learning activities remains focused on learning objectives and avoid misuse of devices that could disrupt the learning process. Therefore, gadgets can be a very useful tool for improving the quality of education, as long as they are used appropriately and in a context appropriate to the learning context.

In an interview, one student revealed that using gadgets in classroom learning offers many benefits, particularly in facilitating access to information and helping students understand the material being taught. Gadgets allow students to seek out additional resources that can enrich their understanding of the material being discussed.

However, while gadget use can improve the quality of learning, students have expressed a negative side. Students reported that when teachers are not present in class, they tend to use gadgets for activities unrelated to learning, such as playing games or browsing social media. This suggests that without strict supervision, gadget use can easily shift from educational purposes to activities that distract students from learning.

This phenomenon demonstrates the crucial role of teachers in managing gadget use in the classroom. Teachers need to ensure that these devices are used effectively to support the learning process, especially during instruction. Therefore, judicious supervision and clear rules regarding gadget use when the teacher is absent are essential to prevent students from being tempted to divert their focus to activities irrelevant to learning. With proper management, gadget use can still have a positive impact on the educational process.

CONCLUSION

Based on the results of research conducted by researchers with the title Utilization of Gedge t in Improving Students' Learning Abilities in the History Subject of Class X Students at SMA Labschool Untad , the following conclusions were drawn:

1. This demonstrates that the use of gadgets to improve students' learning abilities by accessing platforms that can help students access information, such as the Google app or websites containing various journals on the subject, as well as artificial intelligence (AI), which has great potential to improve students' understanding of the material being taught, and will certainly have a significant impact.
2. The negative impacts of gadget use cannot be ignored, including impaired concentration, inattention to teacher explanations, preoccupation with gadgets, or simply focusing on notifications . This highlights the importance of teachers' role in managing gadget use in the classroom. Teachers need to provide strict supervision and establish clear rules to ensure gadgets are used wisely and remain focused on learning objectives.
3. Positive impact Apart from having a negative impact on its use, gadgets also have a positive impact on its use, both in the school environment and in the social environment in the school environment. The use of gadgets can have a positive impact on students, such as the ease of developing and finding materials and also influencing student activity in class.

Overall, the use of gadgets in the classroom can provide significant benefits in improving the quality of learning, provided that the use of this technology is well managed, with adequate supervision and clear rules so that its negative impacts can be minimized.

Based on the results and conclusions above, the researcher has several recommendations. Students are expected to use gadgets wisely and with focus during the learning process, particularly in history. As an aid, gadgets can be used to find additional references relevant to the subject matter, such as articles, videos, or discussion forums that can enrich understanding. Teachers need to provide clear instructions on how and when gadgets may be used during learning, and ensure that their use truly supports students' understanding of the material.

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