

ABSTRAK

DAMPAK PENGGUNAAN GADGET SECARA BERLEBIHAN PESERTA DIDIK SEKOLAH DASAR

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Penelitian ini dilatarbelakangi meningkatnya penggunaan *gadget* pada peserta didik sekolah dasar yang berpotensi memengaruhi fokus belajar. Permasalahan dalam penelitian ini adalah bagaimana dampak penggunaan *gadget* secara berlebihan terhadap fokus belajar peserta didik di SD Negeri 1 LR serta bagaimana upaya yang dilakukan melalui pemantauan kebiasaan penggunaan *gadget* pada peserta didik, pendampingan dan bimbingan dari pendidik serta orang tua dalam penggunaan *gadget*, penyesuaian lingkungan belajar di kelas dan rumah terkait penggunaan *gadget* peserta didik, serta kolaborasi antara pendidik, orang tua, dan pihak sekolah dalam meminimalisasi penggunaan *gadget* peserta didik. Penelitian ini bertujuan untuk mendeskripsikan dampak penggunaan *gadget* secara berlebihan terhadap fokus belajar peserta didik di SD Negeri 1 LR. Metode penelitian yang digunakan adalah kualitatif deskriptif. Data dikumpulkan melalui teknik wawancara, observasi, dan dokumentasi. Informan penelitian terdiri dari kepala sekolah, pendidik, orang tua, dan peserta didik SD Negeri 1 LR. Hasil penelitian menunjukkan bahwa penggunaan *gadget* yang berlebihan, terutama untuk aktivitas hiburan seperti bermain game dan menonton video, berdampak pada penurunan fokus belajar peserta didik di kelas. Upaya pemantauan penggunaan *gadget* telah dilakukan oleh pendidik melalui pengingat dan pembatasan di sekolah, namun pendampingan di rumah oleh orang tua belum sepenuhnya optimal. Penyesuaian lingkungan belajar di kelas dan rumah yang kondusif serta kolaborasi antara pendidik, orang tua, dan pihak sekolah menjadi faktor penting dalam mengendalikan penggunaan *gadget* agar tidak mengganggu proses pembelajaran peserta didik.

Kata Kunci: pemantauan kebiasaan penggunaan *gadget*, pendampingan dan bimbingan penggunaan *gadget*, penyesuaian lingkungan belajar terkait penggunaan *gadget*, kolaborasi antara pendidik, orang tua, dan pihak sekolah.

ABSTRACT

THE IMPACT OF EXCESSIVE GADGET USE ON STUDENTS AT 1 LR ELEMENTARY SCHOOL

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This research motivated by the increasing use of *gadgets* among elementary school students, which had the potential to affect their learning focus. The problems in this study were how the impact of excessive *gadget* use affected the learning focus of students at 1 LR Elementary School, as well as the efforts made through monitoring students' *gadget* usage habits, mentoring and guidance from educators and parents regarding *gadget* use, adjusting the learning environment in the classroom and at home related to students' *gadget* use, and the collaboration among educators, parents, and the school in minimizing students' *gadget* use. This study aimed to describe the impact of excessive *gadget* use on the learning focus of students at 1 LR Elementary School. The research method used was descriptive qualitative. Data were collected through interview, observation, and documentation techniques. The research informants consisted of the principal, educators, parents, and students at 1 LR Elementary School. The results of the study showed that excessive *gadget* use, especially for entertainment activities such as playing games and watching videos, had an impact on the decline of students' learning focus in the classroom. Efforts to monitor *gadget* use were carried out by educators through reminders and restrictions at school; however, mentoring at home by parents was not yet fully optimal. The adjustment of a conducive learning environment in the classroom and at home, as well as the collaboration among educators, parents, and the school, became important factors in controlling *gadget* use so that it did not interfere with the students' learning process.

Keywords: monitoring *gadget* usage habits, assistance and guidance using *gadgets*, adjusting the learning environment regarding *gadget* use, collaboration between educators, parents and the school.