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Correlation of Gadget Use on Social Behavior and Learning Interest of Elementary School Students

Safitri Dwi Aryanti Muchsin Nur
Universitas Muhammadiyah Prof. Dr. Hamka
E-mail: safitridwia.04@gmail.com

Diki Rukmana
Universitas Muhammadiyah Prof. Dr. Hamka
E-mail: dikirukmana@uhamka.ac.id

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Abstract
With the changes in the advancement of knowledge of technology there is the influence of globalization especially in the field of interaction tools namely gadgets. This can have an impact especially on elementary school children who use gadgets for a long time every day resulting in a decrease in the quality of interest in learning and social behavior. The purpose of this research is to determine the relationship between the use of gadgets and the social behavior and learning interest of elementary school students by looking for the factors causing the influence of these three variables especially students in class 1-6 in the city of Bekasi. The research instrument consisting of 35 questionnaire items was distributed using a survey research design at *Sekolah Dasar (SD) Negeri Harapan Baru 1 Bekasi* with a sample size of 100 students. Data processing used the SmartPls application to evaluate the outer model, inner model, analyze instrument validation and hypothesis testing. The findings of the analysis of the outer loading factor results obtained out of 35 items there were 7 question items that did not meet the requirements because they had an outer loading factor <0.700 so that only 28 statement items were used in the research. The results of the research hypothesis were that the original sample value was positive, the tendency for the correlation variable was one-way as seen from the p-value 0.000. In conclusion, there is a significant relationship of using gadgets on behavior and social interests.

Keywords: use of gadgets, social behavior, interest in learning

INTRODUCTION

The number of children using technological devices continues to increase because gadgets such as smartphones with advanced touch screens make them easier to use even for those who cannot read (Anggraeni, 2019). Gadgets are actually very useful if used properly, especially for elementary school children (age 6 to 12), who are often called intelligent. At this age, children grow rapidly with age, and the skills they master become more flexible. Gadgets if used positively, will greatly increase knowledge, skills, critical thinking, and social engagement. The usage of technology at school in the learning process of gadgets can easily find information about subjects, helping teachers create interesting and interactive learning. It is not difficult to use gadgets to carry out social interactions, especially for interactions, interactions and assistance with daily needs. Students are expected to have the ability to build good social relationships with their school environment, community, and home (Noormiyanto, 2018). Social interactions that occur in schools consist of interactions between students, educators, and peers. This can improve their social relationships with each other.

Now, the 21st century is a development in science and technology that is undergoing very rapid growth, especially in the field of social media. In the past, people interacted using a letter, and some people still use landlines. But now that there has been an increasing influence of changing times, tools for interaction are experiencing growth, which are currently better known as gadgets. Gadgets that Indonesian people often use today are cellphones or smartphones, laptops, tablets, and iPads. With the existence of gadgets, it is no stranger to people's ears, both children and adults, to be able to use gadgets, especially smartphones. This application gadget has many features and applications that are suitable for sharing stories and news, so you can add friends and connect with relatives without spending a lot of time sharing (Chusna, 2017). Since the Covid-19 conditions entered 2–3 years ago, data on the increase in the use of smartphone gadgets among, especially, children has increased for long-distance (online) schooling purposes.

Based on observations that have been made by researchers, especially in the community environment, it happens that many elementary schools (SD) students use their smartphones more in everyday life. Lots of parents complain that their children take too long to use smartphones in everyday life. Their children use smartphones more to play online games, and watch YouTube videos than using them to study, play Tiktok and prefer to be alone or focus on their gadgets. As well as not being too interested in exploring learning material, students become more negative emotional behavior when they stop using smartphones. Excessive use of devices has numerous bad effects on children, including stress, addiction, despair, emotional issues, hindered cognitive and moral development, and is even harmful for youngsters who are distracted by their gadgets and do not pay attention to the people around them (Zudeta et al., 2023). Based on the causes that occur in elementary school (SD) students, it is the cause of students experiencing addiction to using smartphones, namely the causes of using gadgets. The reasons for using gadgets among adolescents are: a) obtaining information, b) keeping time, c) conformity, d) filling free time, e) lack of parental control over children, and f) absence of school rules. (Marpaung, 2018).

According to Sunita & Mayasari (2018), in the study, 32% of children used gadgets for more than 2 hours per day and 68% for less than 2 hours per day. Most of these devices are used for playing games, 46%, watching, and 24% for learning while playing. According to Rio & Zainal (2020), according to previous research, there is a

relationship between the use of electronic devices and social behavior, according to the results of the Spearman Rho statistical test, the effect of gadgets on social behavior. This shows that there is a relationship between social behaviors at Taal 1 Public Elementary School, based on the p-value below 0.05, social behavior is strongly influenced by gadgets. According Nizar & Hajaroh (2019), based on the results of their research, which is based on calculating the regression coefficient of the variable student interest in learning of -0.46, which means that student interest in learning (Y) will decrease by -0.46 if the intensity of using game devices increases by 1, which means that student's interest in learning will decrease by -0.46 if the intensity of using game devices increases

The difference between this research and previous research is that the researcher took a title consisting of 3 variables, namely 1 independent variable and 2 dependent variables, using the target population of elementary school (SD) students, and using 100 respondents as a research sample, from all levels of education, including lower grades. (1, 2, and 3) and high class (4, 5, and 6). This study aims to collect information about the influence of gadgets on social behavior and students' interest in learning in elementary school students (SD). Based on the explanation above that the development of the times, especially in the field of science and technology, has an impact on the field of education. Especially at the elementary school (SD) level, researchers are interested in examining the correlation of gadget use on social behavior and learning interest in students

METHOD

A scientific approach for collecting, processing, and analyzing data and drawing findings methodically and objectively, articulating a hypothesis, carefully and comprehensively on matters relevant to human life study. There are two sorts of research designs: qualitative and quantitative. (Abubakar, 2021). The correlation approach research technique is used in this study to analyze the extent to which one component is connected to other ones using the correlation coefficient. Using a quantitative kind of multivariate correlation involves studying variables in a study that contain three or more variables. This multivariate correlation is used in research to evaluate and explore the amount of connection discovered in the combined variables. The link between the independent variable (X) and the dependent variable (Y) is investigated using canonical correlation analysis.

The population of this study were all students in SDN Harapan Baru 1 Bekasi. The sampling technique uses probability with a type of proportional random sampling technique, namely a random sampling technique. From stratified groups determined proportionally according to the number of people at each level. Can be seen in Table 1.

Table 1. Population and Research Sample

Class	Number of Class Groups	Population	Sample
1	2 class	63 students	18 students
2	2 class	44 students	13 students
3	2 class	59 students	17 students
4	2 class	51 students	15 students
5	2 class	64 students	19 students
6	2 class	64 students	18 students
Total	12 class	345 students	100 students

Calculation of data processing using the SmartPLS application. PLS (Partial Least Squares) using SmartPLS 4 software is used to test research models, and the data must be

gathered, inputted, and stored in CSV (comma delimited) format in Microsoft Excel. The most recent analytic design, PLS-SEM, combines multiple regression and factor analysis and is based on real factors or facts, not simply theory. This is why it should be used (Jonathan & Anondho, 2018).

An explanatory research technique, in general, is a systematic strategy that employs PLS. This is because hypothesis testing is used in this strategy. The value of the t-statistic and the probability value can be used to test the hypothesis. To test the hypothesis using statistical values, the statistical value for alpha 5% is 1.96. As a result, if the t-statistic is greater than 1.96, the hypothesis is accepted and the hypothesis is rejected. To use probability to reject/accept the hypothesis, Ha is accepted if the p-value is less than 0.05.

Data collection techniques in research, namely by conducting surveys, with this questionnaire used to get quantitative information on the factors of gadget use, social behavior, and interest in learning. Furthermore, these three variables are converted into 35 items, this instrument uses a scale of 1-4 to represent the degree of truth of a statement. Investigation of indicator variables is clearly seen in the following tables.

Table 2. Research Variable Indicator of Use of Gadget

Variable	Indicator	Indicator Sub	No. Item	Reference
Use of Gadgets	The Frequency of Using Gadgets	• Gadget usage time • Usage activity Gadgets	3,4,5,6,7,8	(Bewu, Dwikurnaningsih, & Windrawanto, 2020)
	Usability Functions and Applications in use Gadgets	• Gadget ownership • Gadgets function • Use of this type of application Gadgets	1,2,9,10, 11,12	

Table 3. Research Variable Indicator of Social Behavior

Variable	Indicator	Indicator Sub	No. Item	Reference
Social Behavior	Communication	• Say hello • Handshake • Give a smile • Nod your head • Raise hands	1,2,3,4,5	(Bewu et al., 2020) (Rini et al., 2021)
	Social Contact	• Good relations with house mates • Interaction with the community • Participate in community activities	6,7,8	
	The Impact of Gadgets on Social Behavior	• Desire to be alone • Get angry if the gadget is taken by parents • Not playing with friends at home • Being a child • Individualist • Difficult to interact • Having introverted nature	9, 10, 11, 12, 13, 14	

Table 4. Research Variable Indicator of Interest Study

Varible	Indicator	Indicator Sub	No. Item	Reference
Interest Study	Feeling Happy	• Student impressions during study • Students' feelings while participating in learning • Using learning media	1,2,3	(Friantini & Winata, 2019)
	Focus of Attention	• Enthusiasm in learning • Glad the class is neat and clean	4,5	
	Will and inclination	• Searching for information • Carry out a task • Courage to ask • Play or study in class	6,7,8,9	

FINDINGS AND DISCUSSION

Based on the findings of a frequency test performed on the respondent's questionnaire data, it is known that the results of the questionnaire's description of the features of the respondents who became the sample in this study were; based on class level and age.

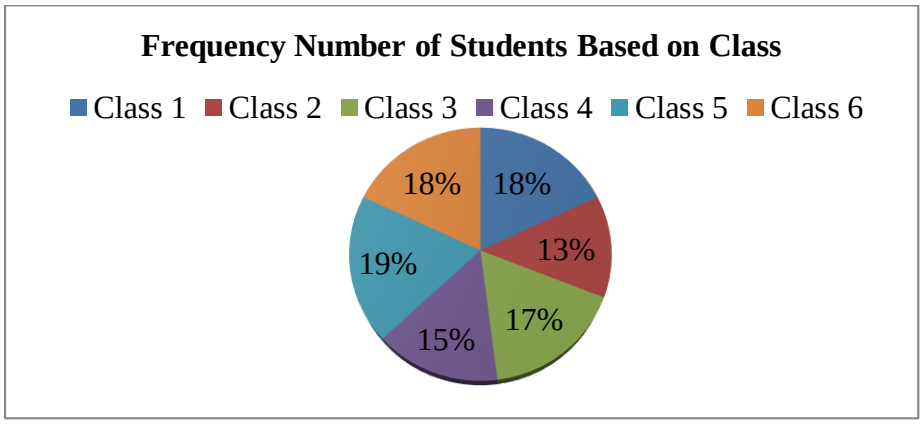

Diagram 1. Class Based Frequency Test

Based on Diagram 1, it explains that the frequency of class 1 and 6 students is 18 students, for class 2 there are 13 students, for class 3 there are 17 students, for class 4 there are 15 students, and for class 5 there are 19 students. Thus the total number of samples in this study was 100 students.

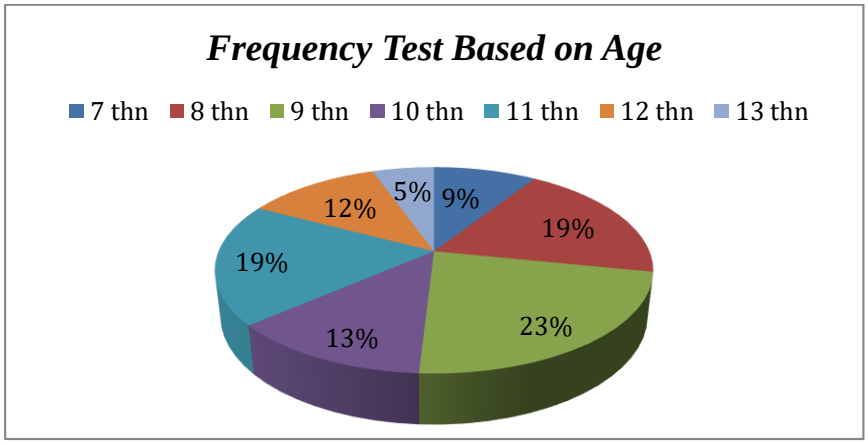

Diagram 2. Frequency Test Based on Age

Based on Diagram 2, it is explained that the highest frequency of students in this study was 21 students who were at the age of 8 years and 11 years, then students who were few at the age of 13 were only 6 students.

This descriptive statistic presents information from table 5 including minimum and maximum scores, mean, standard error, curvature, and skewnesss.

Table 5. Statistic Descriptive

Variabel	Item Number	No	Mean	Min	Max	STDEV	Kurtosis	Skewnesss
Social Behavior	Y1.1	0	3.170	2.000	4.000	0.633	-0.566	-0.158
	Y1.2	1	3.330	2.000	4.000	0.694	-0.801	-0.554
	Y1.3	2	3.090	2.000	4.000	0.814	-1.485	-0.169
	Y1.4	3	2.970	1.000	4.000	0.754	-0.511	-0.234
	Y1.5	4	3.040	2.000	4.000	0.706	-0.983	-0.057
	Y1.6	5	3.130	2.000	4.000	0.594	-0.233	-0.048
	Y1.7	6	3.230	2.000	4.000	0.746	-1.115	-0.407
	Y1.8	7	3.210	2.000	4.000	0.683	-0.851	-0.296
	Y1.9	8	2.930	1.000	4.000	1.032	-1.037	-0.467
	Y1.10	9	3.340	1.000	4.000	0.681	1.213	-0.940
	Y1.11	10	2.970	1.000	4.000	0.727	-0.257	-0.270
	Y1.12	11	3.040	2.000	4.000	0.647	-0.584	-0.039
	Y1.13	12	3.130	1.000	4.000	0.560	3.317	-0.662
	Y1.14	13	3.020	2.000	4.000	0.774	-1.338	-0.035
Interest Study	Y2.1	14	3.190	1.000	4.000	0.833	-0.753	-0.584
	Y2.2	15	3.240	1.000	4.000	0.850	-0.746	-0.685
	Y2.3	16	3.030	2.000	4.000	0.741	-1.177	-0.049
	Y2.4	17	2.790	1.000	4.000	0.983	-0.995	-0.270
	Y2.5	18	2.970	1.000	4.000	0.877	-0.720	-0.393
	Y2.6	19	3.000	1.000	4.000	0.883	-1.122	-0.265
	Y2.7	20	3.250	1.000	4.000	0.931	-1.168	-0.674
	Y2.8	21	3.240	1.000	4.000	0.950	-0.129	-0.999

	Y2.9	22	2.860	1.000	4.000	0.762	-0.708	-0.031
Use of Gadgets	X.1	23	3.210	2.000	4.000	0.571	-0.264	-0.025
	X.2	24	3.030	2.000	4.000	0.818	-1.519	-0.056
	X3	25	3.150	2.000	4.000	0.753	-1.205	-0.258
	X.4	26	3.080	1.000	4.000	0.891	-0.354	-0.676
	X.5	27	3.110	2.000	4.000	0.733	-1.126	-0.177
	X.6	28	3.300	2.000	4.000	0.539	-0.580	0.078
	X.7	29	3.060	2.000	4.000	0.690	-0.887	-0.080
	X.8	30	3.270	2.000	4.000	0.705	-0.915	-0.441
	X.9	31	3.060	2.000	4.000	0.676	-0.793	-0.074
	X.10	32	3.010	2.000	4.000	0.755	-0.486	0.266
	X.11	33	3.180	2.000	4.000	0.606	-0.408	-0.111
	X.12	34	3.210	2.000	4.000	0.711	-0.984	-0.333

The survey instrument items are entirely normally distributed, as shown by Table 5 the Skewnesss and Kurtosis values, which fall between -1.96 and 1.95, show this. The data is not regularly distributed if either the tskew or tskurt values, either one or both, are outside of that range. (Juliansyah & Rukmana, 2022).

Based on the results of the loading factor analysis, it can be known that the questionnaire instrument used has valid data, valid analysis results are obtained provided that the value is ≥ 0.700. And as a condition for performing calculations with the SmartPLS application. If the outer loading value is ≤ 0.700, the item factor can be removed to proceed to the next stage in the calculation.

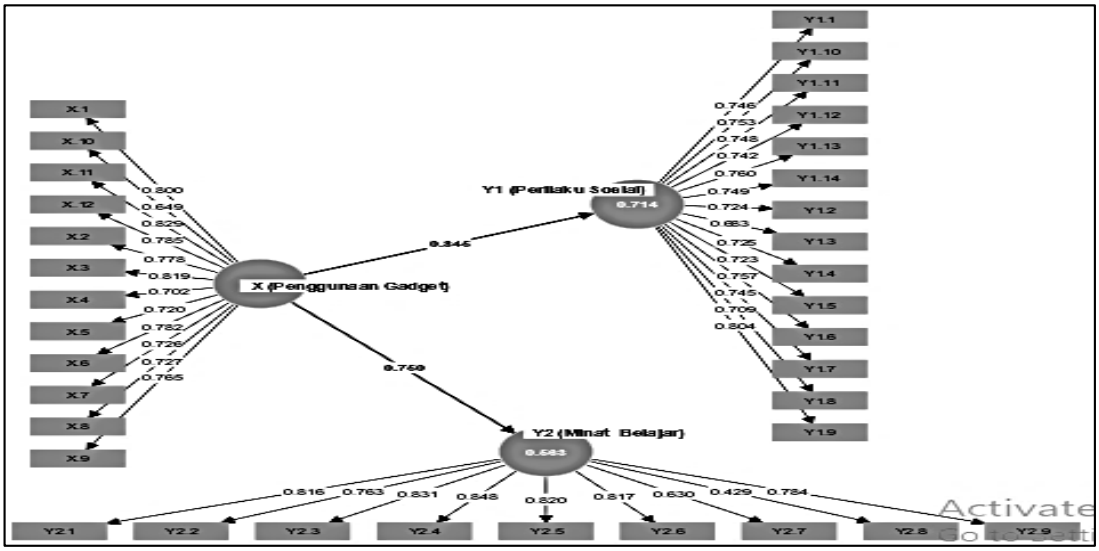

Figure 1. First Outer Loading Test

Based on Figure 1, there is an outer loading value ≤ 0.070, then the data is removed because it does not meet the requirements. Data that does not meet the requirements, namely Variable X (Use of Gadgets) items that do not meet the requirements of X.10 with an outer loading value (0.649), then in variable Y1 (Social Behavior) there is 1 item that does not meet the requirements of Y1.3 with an outer loading value (0.683), and in

variable Y2 (Interest in Learning) there are 2 items that do not meet the requirements of Y2.7 (0.630) and Y2.8 (0.429).

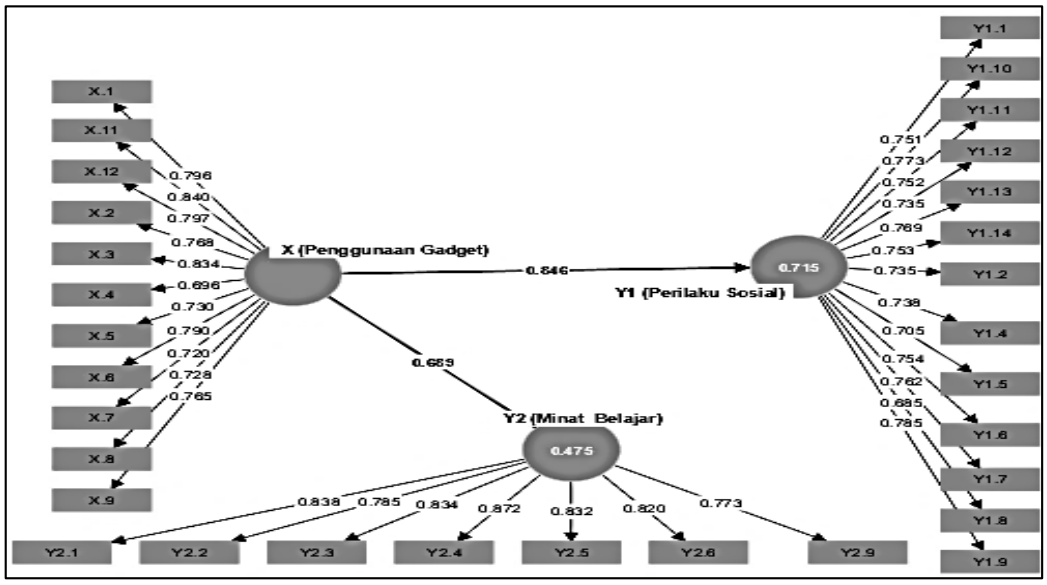

Figure 2. Second Outer Loading Test

Based on Figure 2, there is an outer loading value ≤ 0.070, then the data is deleted because it does not meet the requirements. Data that does not meet the requirements, namely Variable X (Use of Gadgets) items that do not meet the requirements of X.4 with an outer loading value (0.696), then in variable Y1 (Social Behavior) there is 1 item that does not meet the requirements of Y1.8 with an outer loading value (0.685).

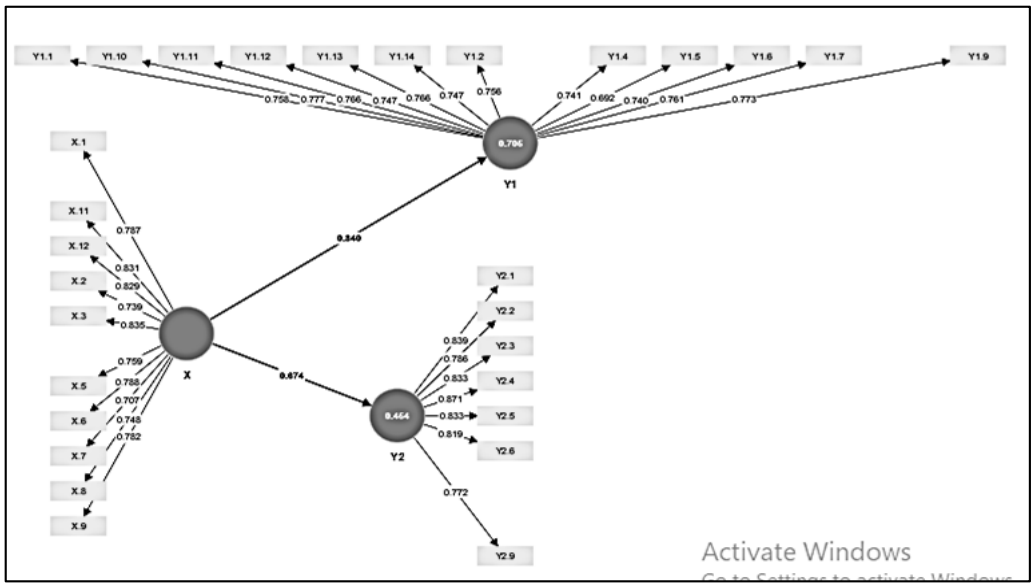

Figure 3. Third Outer Loading Test

Based on Figure 3, there is an outer loading value ≤ 0.070, then the data is removed because it does not meet the requirements. Data that does not meet the requirements, namely in variable Y1 (Social Behavior) there is 1 item that does not meet the requirements of Y1.5 with an outer loading value (0.692).

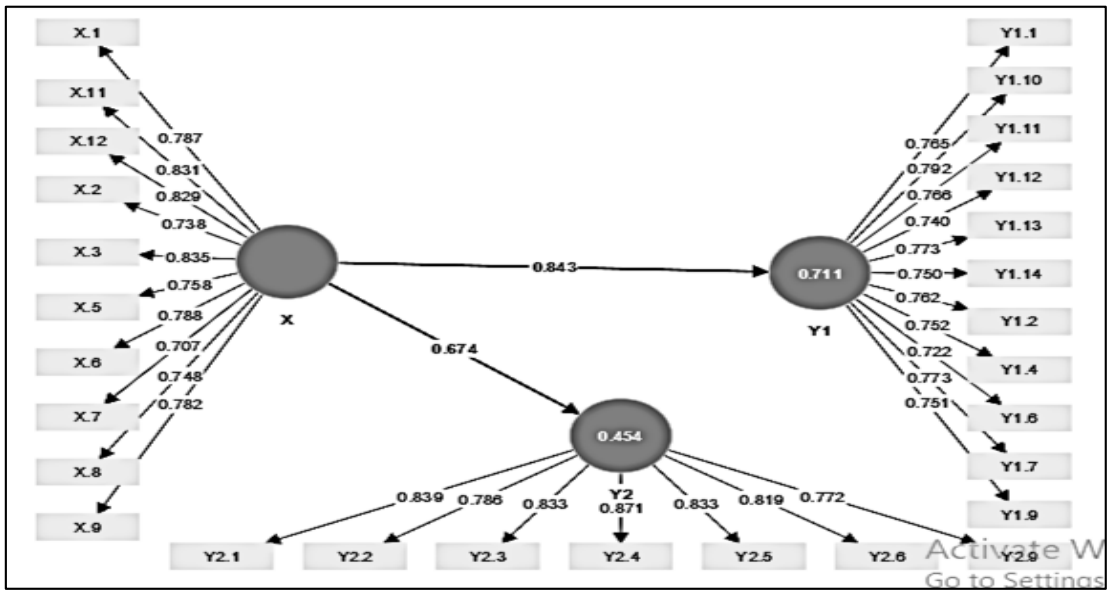

Figure 4. Valid Outer Loading Test

Based on Figure 4, all variable items all data values ≥ 0.070, which means that they have met the requirements and can go to the next testing stage using SmartPLS. With a total of valid items, namely 28 items.

Next, do a convergence validity test to be able to see valid Ave values, outer loading, Cronbach Alpha (CA) and reliable composite (CR). It aims to determine the validity of each relationship between indicators and constructs or latent variables. It can be seen in Table 6.

Table 6. Validity of Convergence Test

Variable	Item Number	Indicator Sub	OL	AVE	CR	CA
Social Behavior	Y1.1	Say hello	0.765	0.576	0.937	0.926
	Y1.10	Emotional in the use of gadgets	0.792			
	Y1.11	Not playing with friends in the home environment	0.766			
	Y1.12	Be an individualist child	0.740			
	Y1.13	Difficult to interact	0.773			
	Y1.14	Has an introverted nature	0.750			
	Y1.2	Shake hands	0.762			
	Y1.4	Nodding head	0.752			
	Y1.6	Nodding head	0.722			
	Y1.7	Good relationship with the community	0.773			
	Y1.9	Desire to be alone	0.751			
Interest to learn	Y2.1	The effect of students during learning	0.839	0.677	0.936	0.920
	Y2.2	Comfort while studying	0.786			
	Y2.3	Use of media while learning	0.833			
	Y2.4	The spirit of receiving material	0.871			
	Y2.5	Class order	0.833			
	Y2.6	Looking for information through google	0.819			
	Y2.9	Easier to play	0.772			
Use of Gadgets	X.1	Gadget usage 2-3 hours/day	0.787	0.611	0.940	0.929
	X.11	Use of social media applications	0.831			
	X.12	The use of games on gadgets	0.829			
	X.2	Internet usage	0.738			
	X.3	Use of gadgets during free time	0.835			
	X.5	An interesting idea arose	0.758			
	X.6	The frequency of using games in gadgets	0.788			
	X.7	Belongs to personal gadgets	0.707			
	X.8	Use of parental gadgets	0.748			
	X.9	Gadgets for interaction	0.782			

According to the data in Table 6, all constructions have a valid outer loading value since it varies from 0.707 - 0.871. If thse condition has an outer loading value of, then it is declared to be valid at least 0.700. (Dulyadi, 2021). Based on these results it can be seen that all of these convergent validity indicators have been realized because the outer loading value, the AVE value ≥ 0.500, the CR value ≥ 0.700 and the Cronbach's alpha value ≥ 0.700 pass each argument, indicating that every construct item used to create each latent variable was valid.

Discriminatory validity is another metric that shows the construct's validity in addition to convergent validity. The Heterotrait-Monotrait ratio (HTMT) and the Fornell & Lacker Criterion (FL) are two measures of discriminatory validity.

Alternative methodology known as heterotrait-monotrait (HTMT) is advised for evaluating discriminant validity. A multitrait-multimethod matrix is used as the measuring framework in this method is shown in table 7.

Table 7. Discriminative Validity Test: HTMT Heterotrait-Monotrait Ratio

	X	Y1	Y2
X			
Y1	0.752		
Y2	0.720	0.737	

Table 7 displays the Heterotrait-Monotrait ratios that conform to the standards and those that do not conform to the specifications. Because the Heterotrait-Monotrait ratio has a limit, ≤ 0.80. (Henseler et al., 2015).

One of the most often used methods for examining the discriminant validity of measurement models is Fronell-Larcker. This criteria states that a concept's extracted mean-variance square root must be bigger than the correlation between that construct and other constructs.

Table 8. Discriminative Validity Test: FL Fornell & Lacker

	X	Y1	Y2
X	**0.843**		
Y1	0,728	**0.759**	
Y2	0.674	0.683	**0.823**

The value of the Fornell and Larcker criterion is shown in Table 8, where the correlation coefficient (r) is used instead of the root value of the AVE value in the thick diagonal. It demonstrates that the correlation between variables is smaller than the AVE value of each variable under study. (Darmawan & Pamungkas, 2019). These findings show that the Fornell-Larcker study of discriminant validity's requirements are fulfilled.

Considering the outcomes of all outer model evaluation tests, this evaluation is used to determine the validity and reliability of data collection tools (measurement). (Dulyadi, 2021). The following is normal in table 4. Outer loading values, AVE values ≥ 0.500, CR values ≥ 0.700 and Cronbach's alpha values ≥ 0.700 pass all parameters. which is used to measure the validity and reliability of measurement is knowing that the necessary requirements have been satisfied, it can be deduced that 28 reliable instruments may be used to test the proposed model's hypotheses.

The value of the coefficient of determination may be found in table 9 when using the Variant Analysis (R2) or Determination Test to determine the impact of the

independent factors on the dependent variable. According to Table 4.11's r-square value, the Y1 variable is 71.1%, whereas the Y2 variability is 0.454%.

Table 9. Test of Determination

Variable	R Square (*Coeffecient diterminance*)
Y1	0.711
Y2	0.454

Examining the t-, r-square (R2), and beta () values in accordance with the bootstrap approach with a repeat sample of 5,000 is required for substantial testing of the hypothesized model. R2 demonstrates the quality of each component. (Henseler et al., 2015).

Table 10. Structure Assessment Model

								C- Interval			
	Path	Std. Beta	Std. Eror	NIF	p-value	t-value	Bias	2.5 %	97.5 %	Results	R2
H1	X -> Y1	0.849	0.029	0.5	0.000	29.407	0.006	0.774	0.891	Accepted	0.711
H2	X -> Y2	0.680	0.042	22	00	16.002	0.007	0.572	0.743	Accepted	0.454

Table 10 presents the outcomes of evaluating the structural model, which includes hypothesis testing findings. According to the test findings, it was found that the quality of gadget use on social behavior had a strong influence because the R-square value ≥ 0.67, the effect of the X → Y1 variable was strong. Then the quality of the use of gadgets on learning interest has a moderate effect because the R-square value ≥ 0.33, the effect of the variable X → Y2 is moderate. The path coefficient values of H_1 and H_2 have positive original sample values indicating a tendency for unidirectional correlation variables seen from the p-value ≤ 0.050. The value of the model fit (model goodness) is categorized as medium value because the NIF value ≥ 0.33 ≤ 0.67. Then have the level of observation in research with good relevant predictive. For the t-test based on the results of calculations with SmartPLS H_1 the use of gadgets on social behavior with a t-value of 29.407 there is a significant or acceptable result because the value is ≥ 1.96. For H_2 the use of gadgets on interest in learning with a value of 16.002 there is a significant or acceptable result.

With the changing times and the development of science and technology, many elementary school (SD) students have studied the world of interaction tools, namely gadgets because they are quite easy to use. In using this gadget, it is used a lot to play games, watch YouTube, play Tiktok. This often makes students lose track of time which can be said to be addicted to using gadgets, giving rise to negative emotional feelings, decreased willingness to learn material, and less socializing with friends or the community around their homes.

The main purpose of this research is to find the truth of the connection between the use of gadgets in social behavior and students' learning interests. Based on the results of the hypotheses from the 2 hypotheses that were tested, all were accepted. This gives the result that increased use of gadgets can have an impact on social behavior and demand for learning. This study will tell schools on how students who rely on technology might

be an essential cause for instructors to emphasize their learning interests, which has an influence on student accomplishment. This study can show the influence of devices on kids who use them in everyday life without limitations, particularly in the social conduct and learning interests of students in elementary school.

The synergy between the impact of technology on social behavior and student performance interest in learning means that if you want to improve social behavior and interest in learning, then reducing the frequency of long time using gadgets in students' daily lives must be reduced by no more than 2-3 hours/day. During this research the researcher obtained data that there were factors that had to be minimized in the use of gadgets by students, such as: 1) use of gadgets and the internet for no more than 2-3 hours, 2) games and social media applications that did not help learning were reduced, 3) more increase the use of learning applications or monotonous that have an element of relevance to learning material, 4) maximize interactions with peers either at home or at school, 5) often participate in discussions or dare to ask the teacher if there is material that is not understood. The role of this gadget is to help increase the search for as much information as possible, and make it easier to interact with other people who cannot be reached.

This also happened in previous research according to Nizar & Hajaroh (2019), the intensity of the use of utility games in this research contributed 40% to interest in learning, quite strongly influencing because of the kids' passion in learning habit/frequent use of convenience games. Benefits for children can make them more interested in learning. The decline of schools and housing, and its effects. Long-term use of recreational play can also harm children's health and social life. It is in line with Prayuda et al. (2020), the use of gadgets has a high risk of using gadgets, while 15 (39.5%) respondents have a low risk impact on the utility of gadgets, the negative impact of prosaically behavior at SDN Taal 1, Tapen Regency, Bondowoso Regency, due to lack of knowledge about gadgets and gadgets and negative impact on social behavior. The use of gadgets can affect students' social behavior, so children need to act as teachers and parents to prevent bad behavior in social situations.

Previous studies, on the other hand, did not integrate the impacts of using gadgets on social conduct and motivation in learning, therefore only one of these factors was seen. The combined effect of utilizing gadgets on social conduct and learning interest of elementary school children resulted in a connection between the results and the hypothesis for the two variables in this study. This study's recommendation is to discover or investigate the distinctions between the two types of schools, namely public and private elementary schools.

CONCLUSION

The outcomes of the SmartPLS calculation according to research, the usage of devices gadgets has a positive influence on social behavior and interest in learning. This is indicated by the P-value ≤ 0.050 from the research results and the P-value is 0.000. Furthermore, the t-test for the use of gadgets on social behavior with a t-test value of 29,407 and for interest in learning with a t-test value of 16,002 shows that there is a significant effect or impact results based on research on the use of gadgets that is positively correlated with social behavior and students' learning interest in SDN Harapan Baru 1 Bekasi. Supervision and important information from a teacher or parent is important to reduce the addiction of their child or student in the daily use of gadgets. Students frequently utilize this device to play games, view YouTube, and use TikTok. This frequently leads to pupils losing track of time and becoming hooked to technological

devices. As a result, this might result in unpleasant emotional sentiments, a diminished motivation for study material, and a decline in social connection with friends or the community surrounding the house. Suggestions are needed for new findings to look for differences in the impact of using gadgets among students of public and private elementary schools to see a wider impact and to be able to see differences in results in the correlation between variables.

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