Efforts of Islamic Religious Education Teachers in Responding to the Impact of Using Gadgets on Students

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ABSTRACT
This study aims to determine the actual situation regarding the Efforts of Islamic Religious Education Teachers in Responding to the Impact of Using Gadgets on Students. This study uses a qualitative approach and, in collecting data, uses observation, interviews, and documentation methods. The steps taken by researchers in analyzing the data are data collection, data reduction, data presentation, drawing conclusions and verification, and testing the data's validity. The study's results can be stated that: The Use of gadgets on students has a positive impact, namely increasing knowledge, facilitating communication, facilitating the search for the subject matter and entertainment media. While the negative consequences are anti-social, they pay less attention to lessons and can access harmful content. Efforts made by islamic religion teachers in responding to the impact of using gadgets on students are providing assistance, giving warnings, and confiscating devices. Meanwhile, the efforts made by the school to overcome the effect of using gadgets are calling counselling teachers, calling parents to school and giving suspensions.

Keywords: Education Teachers, Gadgets, Islamic Religious

INTRODUCTION
Education is a conscious effort to shape students to have noble morals. This means that education enlightens students cognitively, psychometrically, and effectively (Ali kk., 2019). Regarding affectivity, education has the burden of building morals (the morals of students). As stated in Law No. 20 of 2003 about the National Education System.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their own potential to have religious
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spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by themselves, the community, the nation and the country.

In this increasingly advanced age, education is essential and necessary to keep up with progress (Pham dkk., 2019). The advent of globalization has led to the development of science and technology, thus bringing many changes. The emergence of the issue of degradation of human dignity (dehumanization) (Al-Toma dkk., 2019) is a consequence of the moral crisis. This moral crisis occurs because of the uneven progress of 'IPTEK' and 'IMTAQ' in the era of globalization (Everett dkk., 2021). Thus, the touch of moral aspects or morals and character becomes significantly less. Similarly, the communication of religion, one of the small branches of morality or decency, becomes very thin and barren (Donkers dkk., 2021). Even though the wheel of time continues to turn and run, culture continues to develop, technology continues to run fast, and the global information flow seems unlimited and unstoppable.

Information and communication technology has a complex role in humanitarian aid to complete a daily activity or job (Greenhalgh dkk., 2019). The ease of obtaining information and communicating benefits technology and communication (Montreuil dkk., 2020). However, the advancement of technology also harms its users.

The development of this technology, in addition to having benefits, turns out that there are harmful elements caused by foreign cultures that are misleading, leading to the deterioration of norms in social life (Howarth & Schild, 2021). Mental decay, moral decadence (Li dkk., 2020), spiritual diseases and other forms of deviance have now spread in Indonesian society (Adebayo & Akinsola, 2021), especially in the young generation. They care more about worldly affairs than the afterlife.

The rapid development of technology has led to creative ideas from several circles (Adebayo & Akinsola, 2021). This is proven by creating a breakthrough as a gadget. Gadgets are small devices that have specific functions. Gadgets are synonymous with intelligent applications that make it easier for users. This application is usually presented on a smartphone which is currently a trend both among children and parents. Smartphones are gadgets that have a core function as a communication tool. However, the advantage of these smartphones is that they can function as PDAs or personal digital assistants whose capabilities resemble laptops or computers (Amini & Mohaghegh, 2019). With smartphones, we can access the Internet without using a laptop/computer. A study by the United Nations Agency for Children, UNICEF, with partners (Gulati dkk., 2020), including the Ministry of Communication and Informatics and Harvard University, USA, entitled 'Safety of Using Digital Media in Children and Adolescents in Indonesia' (Lin dkk., 2020). This study traces the online activity of a sample of children and adolescents involving 400 respondents aged 10 to 19 throughout Indonesia and representing urban and rural areas. As many as 98 per cent of children and adolescents claim to know about the Internet, and 79.5 per cent are Internet users.

The results of this study prove that the Use of the Internet among adolescents due to technological advances is extensive (Ben-Daya dkk., 2019). Apart from the Internet, applications that are present on smartphones are features that make it easier for people
to communicate, such as WA, BBM, Facebook, Instagram, Line, and so on (Letunic & Bork, 2019). With so many social media being present, it will undoubtedly impact the social development of children, including becoming anti-social towards the people around them.

All these forms of deviation require an earnest effort to overcome them. One way is through Islamic religious education (Letunic & Bork, 2019). In PERMENDIKBUD No. 59 of 2014, it is explained that Islamic Religious Education (PAI) and Budi Pekerti are education that provides knowledge and skills and shapes the attitudes and personality of students in practising Islamic teachings (Hao dkk., 2021). Islamic Religious Education is a class of subjects that develops students' abilities to strengthen faith and piety to God Almighty, as well as to have noble/noble character and respect for adherents of other religions (Farjon dkk., 2019). Islamic Religious Education needs the role of Islamic Religion teachers.

A teacher must be required to be a progressive teacher. In other words, the teacher is defensive (defending himself from outside attacks) and progressive (moving forward and making advances quickly and gradually). In this case, the teacher must be able to choose what strategy is suitable to face this globalization, meaning that students are encouraged to become players or subjects of globalization instead of continuously being spectators, targets and objects of globalization which are always toyed with (Ewing & Cooper, 2021), destroyed and engineered for its future.

Therefore, to grow and maintain education that does not conflict with Islamic values, it must still be applied in the family, community and educational environment.

**RESEARCH METHODOLOGY**

**Efforts of Islamic Religious Education Teachers**

According to the Big Indonesian Dictionary (Abel-Berei dkk., 2021), effort is defined as effort, reason, endeavour to achieve a problem-solving purpose, or attempt to find a way out (Amhag dkk., 2019). The teacher plays a strategic role, especially in shaping the nation's character through developing the desired personality and values (Amhag dkk., 2019). The teacher's role in society remains dominant even though the technology that can be used in the learning process is quickly developing.

Teachers are the spearhead of education. The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in children's education through formal, primary, and secondary education (Zawacki-Richter, 2021). In general, teachers in education have three roles: educators, professionals, and learning agents.

Islamic religious education teachers have an essential role in human life because religion guides the effort to create a harmonious (Zhou dkk., 2020), peaceful and dignified life. Recognizing how important the role of religion is for humankind, the internalization of religious values in every individual's life becomes a necessity, which is pursued through education in the family, school and community environment.
Islamic Religious Education Teachers are Educators who carry out conscious guidance (Ozturk, 2021), teaching or training activities for their students to achieve the goals of Islamic religious education. Islamic Religious Education aims to grow and improve faith through the provision and cultivation of knowledge, appreciation, experience and practice of students about Islam so that they become Muslim human beings who must develop in terms of faith (Kuru, 2019), piety, nation and state, and to be able to continue at higher levels of education. Higher.

**Educational Objectives of Islamic Education**

In PERMENDIKBUD No. 59 of 2014 concerning the 2013 High School Curriculum (Abasimel, 2022), Madrasah Aliyah, the objectives of Islamic Religious Education in SMA/MA are: As a form of moral and personality development of students. The formation of students who believe, fear Allah SWT, have noble character (noble character), and have sources of teachings and other Islamic foundations so that they can be used as provisions to study various fields of knowledge or subjects without having to be carried away by influence. This negative influence might be caused by science and these subjects.

**The Impact of Using Student Gadgets**

**Gadget**

The gadget is a term from English that refers to a small electronic device with a particular function to download the latest information with various technologies and features, thus making human life more practical. Gadgets are also one of the most rapidly developing technological developments in Indonesia. One that distinguishes gadgets from other electronic devices is the element of novelty, meaning that from day to day, gadgets always appear by presenting the latest technology that makes human life more practical (Andersen & Sandberg, 2020). Besides having the primary function as a communication tool, gadgets are also used as business tools, sources of information, storage of various data, music or entertainment facilities, social networks and even documentation tools. Some devices include laptops, MP3 players, netbooks, cameras, smartphones, tablets, and iPads.

**Use of Gadgets and Their Impacts**

Technological advances certainly impact our lives in society (Syazali dkk., 2019). One is the emergence of a breakthrough called a gadget, an electronic device with unique capabilities. Gadgets are usually synonymous with smartphones, sophisticated telephones that are created to make it easier for humans (Mamun dkk., 2021). Smartphones in this globalization era have presented various features that are packaged attractively to provide comfort for their users (Ahmed Malik, 2021). Previously, the telephone was only used for making calls or sending SMS (short message sending); now, it has become a device full of more interesting applications, including internet access without a laptop/computer. The Internet is a collection of connected networks connecting to global information. We can get knowledge from the Internet by accessing encyclopedias or search engines. Besides that, it also allows us to communicate with people around the world, so that we are better able to appreciate the many languages.
and cultures of people in any part of the world and we are also able to know various events around the world.

The impact of using gadgets for students is:

Positive Impact

a. Facilitate good communication with parents, teachers, and friends. Students can find it easier to consult subjects and assignments that students need help understanding. Expand your network of friends. Using HP, students can easily add friends via direct telephone or short messages (SMS).

b. As an entertainer when students are bored of learning. In HP, there are MP3 features or games that can entertain students so that when students experience boredom in learning, students can listen to music or play games.

c. There are internet features that can help students find information. This can help students find information or subject matter through the internet features on cell phones.

Negative Impact

In addition to the positive impacts caused by technological advances, there will also be negative impacts, including:

a. Resulting in forgetting time and even disturbing health.

b. Anti-social.

c. Consumptive behaviour.

d. Moral & moral crisis.

e. Students need to be more active in learning.

f. Use is not following the conditions.

g. The occurrence of immoral violations.

Mindset

The framework in this study focuses on the efforts of Islamic Religious Education Teachers in Responding to the Impact of Using Gadgets on Students. The flow of the framework used is as follows:
Figure 1. Framework of Mind

This research was conducted at SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar, with the type of research used in this writing is qualitative research. In managing data, the authors use qualitative methods by looking at aspects of the research object. The data obtained from the data collection results are then analyzed, namely by describing in words the results that have been obtained. This qualitative approach aims to obtain complete information about the Efforts of Islamic Religious Education Teachers in Responding to the Impact of Using Gadgets on SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar Students.

RESULT AND DISCUSSION

Use of Gadgets in Students of Health Plus Prima Mandiri Sejahtera Vocational School

Researchers from the field obtained the data after conducting observations and interviews or interviews with PAI teachers. This was known when the researcher asked whether students have gadgets and the reasons for having them. 'Almost all students here have gadgets because the prices are now affordable.' (Teacher interview). Almost the same answer was also given by other PAI teachers at SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar. "Almost all of them, maybe around 85% of students. The reason is that gadgets are no longer a luxury item but a basic necessity." (Teacher Interview).

Meanwhile, when students were asked about gadgets, 'Already got it because my parents bought it.' Other answers from several students regarding gadget ownership. 'Yes, I have a gadget. The reason is that many friends have them so they can communicate with them.'

From the incoming data, the phenomenon of using gadgets at SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar, the majority or almost all students at SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar have gadgets.

Statements from research informants above were strengthened by the results of observations made by researchers. The results of the researchers' observations found that many (the majority) students used gadgets.

Gadget functions for students at SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar, The data was obtained by researchers from the field after conducting observations and interviews or interviews with students. This was known when researchers asked about gadgets functioning as a communication tools through various social media, WA, Line, entertainment and data search.

'Yes, for communication with friends, then for games and looking for assignments.' Other students said the same thing. 'I used the first gadget for communication, telephone, sms, chat, then because there is the internet so I can look for assignments and there are other applications for entertainment.'
This seems reasonable because the gadget functions as a long-distance communication tool, where the speaker and receiver cannot meet face to face, either orally or in writing. However, the function of the gadget has gradually developed. The function that was only as a communication tool developed into a data search tool via the Internet. By using gadgets, you do not just search for data on the Internet; in fact, everything that can be done on the Internet via a computer can be done via a cellphone.

Furthermore, the function of the gadget was developed to replace the camera. So when someone is on vacation and needs a camera, they no longer have to bother carrying a camera that is quite large and heavy (Traag dkk., 2019) but can use a cellphone with a camera as a camera, even though the results are not as good as the original camera. Recent developments show that cell phones have 4G devices that, when connected to gadgets, can immediately make video calls. Then the gadget's function developed into a communication tool that can show between the communicator and the recipient directly.

The development of functions ranging from simple to the latest developments shows that gadgets have quite complex functions (Letko dkk., 2020). Even the role of gadgets in modern life cannot be separated from everyday life, like there is no life without gadgets. That is a phrase that often comes out of young people today.

The development of the role of gadgets that cannot be separated from modern human life is influenced by certain factors, including First, communication needs; second, current trends; third, and economic level (Xu dkk., 2021). Whereas what happened at SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar, the phenomenon of using gadgets, according to teachers and students, was also caused by these three factors.

Constraints to Using Gadgets in Students of Health Plus Prima Mandiri Sejahtera Vocational School

The obstacle faced in using cell phones at SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar is the rapid development of technology, so the use of gadgets needs to be selective. This is because gadgets can have two impacts on everyday human life. The first is a positive impact, where gadgets bring benefits to humans. The second is the negative impact, where gadgets bring harm to humans. Communication technology provides enormous advantages for its users, especially in communication (communication is no longer as complicated as it used to be).

There are obstacles in using gadgets, as revealed by the PAI teacher in responding to using gadgets by students at SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar. "Usually, students use gadgets when teaching and learning occur in class. Not to access lessons, but chat and play games." Furthermore, the PAI teacher also said that students who use gadgets sometimes see and watch inappropriate things. "I once encountered students who watched things that should not be watched during recess. They huddled behind the school, and the spectacle was accessed through their gadgets.'

The relative advantages of cordless cellular telephones over landlines and radiotelephony are increasing due to their greater mobility and efficiency. Unlike those
connected to a telephone line in a building or a standard telephone that can be carried but must be equipped with a large battery box with a radio transmitter and receiver, a lightweight and compact-looking cell phone can be carried in a jacket pocket or purse. The freedom to send and receive phone calls from a car, restaurant, street corner, or even while climbing a mountain is seen in a short time as a basic need and can save much time for merchants and people who feel the need to be contacted at any time.

Mobile phones add a sense of comfort and security.

While the natural and negative impact that often occurs on the Use of mobile phones/cell phones/gadgets is that it turns out that communication with cell phones can lead to illegal business practices. Ironically, gadgets are also used as a place for fraud to make profits under the pretext of winning a lottery in cyberspace. There are many cases of fraud regarding lucky draws that are sent via social media and illegal business practices to make a profit from the victim by transferring a sum of money to the perpetrator's account. It does not stop there. Misuse of gadget facilities also harms Indonesian youth. Through mobile phones/cell phones/gadgets, pornographic acts are increasingly dominating the minds of Indonesian youth. Recording pornographic acts and taking or deliberately photographing pornographic images to spread them to other gadgets is a phenomenon that is rife among teenagers and even children.

Psychologically, the loss that results from using cell phones or gadgets is that humans become lazy to socialize with friends and the surrounding environment. With the facilities owned by gadgets, in this sophisticated and modern era, everything can be done by sitting in place without the need to get up from your seat and leave your activities.

So, someone, mainly a student, must always be responsive to technological developments, for example, gadgets, to anticipate unwanted things or influences. This responsive attitude must be supported by strong faith and piety because solid faith and piety are necessary to avoid falling into the currents of globalization. This includes SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar; a student must always be selective with the development of science and technology. Although the phenomena are obtained from direct observations and interviews with teachers and students, students are more open about technological developments. They are not balanced with solid faith and piety.

**The Positive Impact of Using Gadgets on Students of Health Plus Prima Mandiri Sejahtera Vocational School**

Gadgets, when connected with learning motivation, will have a positive impact, such as access to the subject matter for students. Apart from that, with gadgets, students become more creative. The positive impact described by SMK Kesehatan Plus Prima Mandiri Sejahtera Makassar students is access to learning materials. 'I usually use my gadget to look for additional material, and also to look for materials when working on PAI assignments'. Meanwhile, other students answered that they use gadgets to communicate with PAI teachers, asking about subjects they do not understand.
'I also use gadgets to communicate with teachers outside the classroom if I don't understand the material.'

Meanwhile, according to PAI teachers, there is access to materials and communication with teachers from students about PAI materials, but only a few. 'Some students access their gadgets to look for material, but only a few. Only one or two students ask questions about PAI lessons they need help understanding. Other PAI teachers conveyed the same thing. 'Yes, but a little. You can count on your fingers.'

Based on the information above, it is known that the positive impact of using gadgets for students is to access information and PAI subject matter and communicate with PAI teachers regarding subjects that have not been understood, but that only occurs in a small proportion of all students in SMK Kesehatan Plus Prima Prosperous Independent.

The Negative Impact of Using Gadgets on Health Plus Prima Mandiri Sejahtera Vocational School Students. The negative impact of using gadgets by students is that students need to be more active in taking lessons. The PAI teacher revealed this. "Many of the students I find are preoccupied with using gadgets while the teaching and learning process is in progress. They access additional material about PAI, but not; they are busy chatting and playing games, which makes them unfocused and lazy to study. Other informants, who are also PAI teachers, conveyed the same thing regarding the negative impact of gadgets on students.

'Students in the class I observed were not focused on the lessons I was teaching. Their heads are down, looking at the gadget screen, and don't see what I'm explaining. I once tested a student who I found didn't focus on PAI lessons, and it was true he couldn't answer my question.'

Gadgets are like double-edged swords; besides having a positive impact, they also have a negative impact. The negative impact of gadgets on SMK Kesehatan Plus Prima Mandiri Sejahtera students becomes less severe. It focuses on PAI lessons because they still use gadgets during teaching and learning activities.

Efforts of Islamic Religious Education Teachers Responding to the Use of Gadgets

PAI teachers have an essential role in forming human beings who are moral and religious. In addition, PAI teachers must activate students and also school members to participate in religious programs actively.

Technological advances gave birth to gadgets that are increasingly sophisticated day by day and impact students' distance from good morals. In order to overcome all the negative impacts, PAI teachers at SMK Kesehatan Plus Prima Mandiri Sejahtera responded in various ways, such as providing assistance and admonitions to students.

'If asked about the efforts that I have made in dealing with the impact of gadgets on students, of course, there are efforts that I have made. I often provide support for them. I approached them and advised them. If they are still playing with gadgets in the classroom while I am teaching, I immediately rebuke them. Still being violated, I confiscated the gadget.'
Meanwhile, other answers came from other informants who were also PAI teachers. 'Apart from direct efforts in the form of reprimands, confiscations, and summoning parents, the efforts we make as PAI teachers are involving students in religious activities. We involve them in physical activities, so they don't focus too much on their gadgets. This needs to be done because now is the era of social media, meetings and physical activities are considered not important.'

Based on the statement of the informant above, who is a PAI teacher, it is known that the efforts made are (1) providing assistance; (2) giving a warning; (3) confiscating gadgets; and (4) involving students in religious activities.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, several conclusions can be drawn as follows: The positive impact of using gadgets for students is to access information and PAI subject matter and communicate with PAI teachers regarding lessons they have not understood, but that only happens to a small proportion of all students at SMK Kesehatan Plus Prima Mandiri Sejahtera. Meanwhile, the negative impact of gadgets on students at SMK Kesehatan Plus Prima Mandiri Sejahtera is that students become less severe and focus on PAI lessons because they still use gadgets during teaching and learning activities. The efforts of Islamic Religious Education teachers in responding to the impact of using gadgets on students of SMK Kesehatan Plus Prima Mandiri Sejahtera are providing assistance, giving a warning, confiscating gadgets, and involving students in religious activities.

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